Thomas Harding Junior School

Empowering our unique schools to Excel

Equality and Diversity Policy

ODBST Level 1 Statutory Policy:	**ALL** Schools require this policy with **no changes** allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, **except** where a school contact is required as identified in the content of the policy. LGBs will **note** adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Anti-harassment and anti-bullying at work policy and procedure Conduct and Discipline Policy Grievance Policy Maternity, Adoption, Paternity and Shared Parental Leave Policy Pay Policy Whistleblowing Policy Code of Conduct for Staff Admissions policy Safer recruitment policy SEND policy guidance All other ODBST employment policies
Committee responsible:	FRAPP
Approved by:	FRAPP and Trust Board
Date Approved:	5th October 2022
Date for Next Review:	Autumn term 2026

In reviewing this policy the Trust Board has had regards to the Equality act 2010 and carried out an equality impact assement. It is satissfied that no group with a protected charecteristic will be unfairly disadvantaged

1. INTRODUCTION

The purpose of this policy is to define the Oxford Diocesan Bucks Schools Trust's (ODBST) commitment to equality in everything that we do.

The ODBST is committed to equality in both employment and education provision. We recognise the diverse nature of our schools and communities, and aim to ensure that pupils, parents, governors, trustees, employees, contractors, partners, clients and those who may potentially join the ODBST family, are treated fairly and with dignity and respect.

The Trust opposes all forms of discrimination and it is our policy and ethos to promote equality to all, irrespective of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, including ethnic or national origins, colour and nationality
- Religion or belief, including the lack of belief
- Sex
- Sexual orientation
- Carer responsibilities
- Trade union affiliation
- Domestic circumstances

The trust commits not to discriminate unlawfully, or treat people less favourably, on the grounds of any Protected Characteristics defined by the Equality Act 2010 (and any future amendments to the Act). The trust recognises that it is also unlawful to discriminate by association or perception, e.g. treating a pupil less favourably based on the Protected Characteristics of their parents or other family members. Further definition of Protected Characteristics is detailed in clause 6 below. This policy recognises the four types of unlawful behaviour set out by the Equality Act 2010 and provides these definitions in clause 5.

Every possible step will be taken to ensure individuals are treated fairly and decisions are based on objective criteria. The equality and diversity policy aims to:

- ensure that ODBST fulfils its legal obligations in accordance with the Equality Act (2010);
- value and recognise all stakeholders and enable them to develop and perform to the best of their ability;
- promote good relations between different groups sharing protected characteristics and those who do not;
- support dignity and respect for all, where no form of discrimination, intimidation, bullying or harassment is tolerated;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- where appropriate, allow positive action to be taken for under-represented groups;
- allow breaches of equality to be investigated and dealt with accordingly as matters of misconduct.

2. SCOPE

The policy and procedure set out in this document applies to all pupils, employees of the ODBST (including those engaged on permanent and fixed-term contracts, part-time and full-time workers, casual workers and apprentices) governors, trustees, agency workers, volunteers and contractors. The Trust also expects all stakeholders and members of the ODBST family, such as parents and business partners, and potential members of the ODBST family, such as job applicants, to abide by the policy.

3. EQUALITY STATEMENT

One of the ODBST's core values is that of inclusivity. At ODBST this means that everyone is accepted and supported, regardless of faith or culture. ***We will strive for everyone to be given every opportunity to reach their potential.*** We believe everyone is unique and everyone matters.

Many pupils and staff in our schools will come from diverse home backgrounds and our pupils will be at different stages of their own academic and spiritual journey during their time in school. All pupils will receive support, guidance and challenge so that they are motivated, ambitious and courageous individuals who seek to be the best they can be. We embody the experience of an inclusive community, where we share our gifts, where the emphasis is on what we can contribute, rather than on what we might receive and where we give to each according to need.

- The trust will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making.
- The trust is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. Senior leaders will monitor this education provision to ensure that students acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.
- We aim to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents, governors, local communities and other partners about equality issues. We will promote our equal opportunities policy in our contact with parents, staff, governors and external organisations.
- We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of any criteria as detailed above
- Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments.
- Our staff and governors who plan, agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and students) and the learning environment we provide will be safe and accessible for those studying and working.
- The trust will adhere to statutory legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated equitably. We will work with other people and organisations to encourage fair treatment of all. We will collect information, which will help us plan and develop services to meet the special needs of all members of the community.
- The trust will not tolerate any form of discriminatory behaviour against members of the trust or local community.
- The trust is committed to ensuring that employees have equal access to recruitment and career opportunities, training, and professional development.

- The trust recognises that the Act extends beyond the protected characteristics of an individual employee and has broader responsibilities to employees and situations that may be covered by the Act. For example, an employee with parental or caring responsibilities for a disabled dependent may have rights under the Act which the trust, as their employer, would need to consider.
- All recruitment will be within the provisions of the Act, and applications will be monitored to report on recruitment activity, in line with the Act.
- We will make every effort in creating equality of opportunity for employees, ensuring these are accessible and fair to all. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to the working environment and opportunity to undertake the job role successfully.
- HR policies and procedures will be reviewed regularly to improve, adapt or amend current practices to promote equality of opportunities. All HR and employment policies will be applied consistently and fairly and refer to the provisions of the Equality Act 2010.
- In addition, employees have access to a range of policies which aim to support and encourage flexibility and diversity in our workplaces.
- Employees who are in breach of this policy will be dealt with under the Conduct and Discipline disciplinary policy. Schools will ensure that students are provided with appropriate support to recognise their individual needs. This includes protection under the Act extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.
- Protection under the Equality Act is extended to students who are pregnant, have recently given birth or are undergoing gender reassignment.
- All policies relating to the provision of education, the curriculum, behaviour for learning, attendance, exclusion, medical treatment and Child Protection and safeguarding policies should consider the provisions and duties of the Act.
- Across the trust we will ensure that all service providers that are contracted to provide services to students, staff or visitors will comply with Equalities legislation.
- Where services are deemed not to meet these standards, in relation to equal opportunities and fairness, contracts may be terminated.
- Provision will be made within Service Level Agreements between the trust, or an individual academy and service providers or contractors, that will ensure that services are made available, with due regard for fairness and equality.
- Positive action provisions allow the trust to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

4. RESPONSIBILITIES

4.1. Responsibilities of the Governors

- Ensuring on a day to day basis the implementation and adherence to the equality and diversity procedure in schools rests with the Local Governing Body and they should publicise it to their employees.
- In liaison with Trustees as required, treating seriously any concerns raised in relation to this procedure and ensuring that they are investigated appropriately. It is anticipated that responsibility for investigating such concerns will be delegated to the headteacher in the first instance, unless the concern relates to the headteacher.
- Ensuring Trustees are consulted with regard to any concerns or outcomes raised under the Equality and Diversity Procedure.

4.2. Responsibilities of the Trust

The role of CEO is to ensure that this policy is applied fairly and consistently across the trust.

- Monitoring the implementation and adherence to the equality and diversity procedure in schools.
- Ensuring implementation and adherence to the equality and diversity procedure centrally in the ODBST.
- Supporting the Local Governing Body, where required, in investigating any concerns raised in relation to the equality and diversity procedure and facilitating appropriate follow-up actions.
- Supporting the Local Governing Body in investigating and responding to any concern relating to the headteacher.
- The ODBST HR team are responsible for all employment policies and ensuring the principles of this policy are reflected in all our employment practices.

Responsibilities of the Headteacher/ Line Managers

The role of a Headteacher is to ensure that this policy is applied fairly and consistently across their school.

- Acting as a role model to ensure that individuals are treated with dignity and respect.
- Ensuring that the procedure operates effectively within their span of control.
- Ensuring that all employees are aware of the requirements of the procedure and their individual responsibilities. Treating seriously and with sensitivity any concerns raised under this procedure, investigating and documenting them appropriately.
- School Senior Leaders are responsible for ensuring that their school offers an inclusive curriculum, which promotes equal opportunity and good relations across all pupils.
- Senior leaders will be responsible for ensuring that their school has in place a SEN policy, pastoral care policies and a Behaviour for Learning policy, all of which will promote equal opportunity and good relations across all groups of students.
- Within each school the SENCo is responsible for the day-to-day management and co-ordination of education to students with special, or disability related, needs.
- Senior Leaders will be responsible for ensuring that their school develops teaching and learning strategies and quality CPD that ensure all staff are able to deliver inclusive learning.

4.3. Responsibilities of Staff

- Promoting equality and diversity and ensuring everyone is treated with dignity and respect.
- Cooperating with the equality and diversity procedure and any other measures introduced to ensure equality of opportunity.
- Raising any concerns in relation to suspected discriminatory acts or practices.
- Refraining from bullying, victimising or harassing anyone the employee comes into contact with as part of their work.
- Keeping up to date with equality law and participating in equal opportunities and diversity training

The ODBST is committed to ensuring consistency of treatment and fairness and will abide by all relevant employment and equality legislation.

The role of all staff is to adhere to this policy, and the spirit of the law. Complaints from parents, students and the community will be dealt with in line with the school's complaints procedure, and as such appropriate staff will deal with the relevant stage of the complaint.

Trustees have chosen to delegate some of their functions to local governing bodies as set out above.

5. PUBLIC SECTOR EQUALITY DUTY (PSED)

Under the Equality Act 2010 the trust is required to meet the Public Sector Equality Duty (PSED). The Trust is required to have due regard to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

In relation to this our Equality Objectives are outlined in Appendix 1.

6. DISCRIMINATION, VICTIMISATION AND HARASSMENT

The ODBST is committed to the avoidance of all forms of discrimination, victimisation and harassment in the workplace. This could take various forms as outlined below.

Direct discrimination occurs when a person treats another less favourably than they treat or would treat others because of a protected characteristic. This could arise at any point in a child's education or at any point in the employee life cycle.

Direct discrimination includes discrimination by perception: i.e. when an individual is treated less favourably because others think they possess one of the protected characteristics even if this isn't actually the case.

Direct discrimination also includes associative discrimination where someone is treated less favourably because they associate with another person who possesses a protected characteristic; e.g. turning down someone for a job because they are known to have caring responsibilities for someone with a disability.

Indirect discrimination may occur if a particular working practice or rule is applied which puts one group of employees, who share a protected characteristic, at a disadvantage- e.g. limiting part-time employees from training opportunities would impact females indirectly as they make up the largest component of part-time workers. Indirect discrimination can only be lawful if there is an objective justification for it and it is a proportionate means of achieving a legitimate aim.

Harassment is defined as occurring when a person engages in unwanted conduct which is related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an environment that is hostile, intimidating, degrading, humiliating or offensive for that individual. Harassment may also arise through perception or association.

Victimisation is where an employee is subject to a detriment because they have made or supported a complaint or grievance under the Equality Act or because they are suspected of doing so.

Positive action is permitted under law and the ODBST may take positive action if it is believed that employees or applicants who share a particular protected characteristic suffer a disadvantage connected to that characteristic.

Academies with a religious character are allowed by specific legislation in the School Standards and Framework Act 1998 to use religious criteria in the appointment of some teaching staff in ex-VC schools that are not sponsored academies and of all teaching staff in ex-VA schools and in all sponsored academies. Also in certain circumstances an 'occupational requirement exception' may arise in respect of a non-teaching post allowing an employer to require employees or applicants to have religious or other particular protected characteristics.

Support is available centrally from the ODBST shared services team and it is expected that the Local Governing Body, headteacher or line manager, will seek their advice in the event of any query relating to discrimination, victimisation or harassment from the school improvement team for cases relating to children or the HR team for cases relating to employment matters.

7. PROTECTED CHARACTERISTICS

ODBST is committed to the fair and equal treatment of all and will not tolerate discrimination on the basis of any of the following protected characteristics.

Age: The ODBST recognises the positive contribution individuals from all age groups can bring to the organisation and members of the ODBST family will be treated fairly regardless of age. Employees will also not be compulsorily retired because of their age.

Disability: a person is disabled if they have a physical or mental impairment which has a substantial, long-term adverse effect on their ability to carry out normal day to day activities. The ODBST commits that members of the ODBST family will not be directly or indirectly discriminated against on the grounds of a disability and that those who are disabled are treated fairly with any reasonable adjustments arising as a consequence of the disability being addressed.

The ODBST will:

- Take prompt action to identify and implement reasonable adjustments to ensure, wherever possible, disabled people can access, progress and remain in employment or at the school;
- Access specialist support and advice where required;
- Ensure action is taken against those who discriminate against disabled people;
- Take all reasonable steps to ensure employees and governors understand their responsibilities under the Equality Act in relation to disabled workers and pupils.

Any information disclosed by an individual to the ODBST about a disability will be treated sensitively and confidentially.

Gender reassignment: people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their gender have the protected characteristic of gender reassignment. The ODBST commit that any individual will not be discriminated against on account of this characteristic, e.g. absence from work due to a gender reassignment process will be treated in the same manner as absence for illness or injury.

Marriage or civil partnership: Members of the ODBST family will be treated fairly and equally to all others regardless of their marital status.

Pregnancy and maternity: individuals who are pregnant or on maternity leave are protected from discrimination during the period of pregnancy or statutory maternity leave to which they are entitled. Additional statutory rights are also applicable to a pregnant employee such as time off for antenatal care and unfair dismissal protection.

Race: a racial group is a group of people who have or share a colour, nationality and ethnic or national origins. Members of the ODBST family will not be treated less favourably on account of these characteristics.

Religion or belief: Members of the ODBST will not be discriminated against on the basis of their religion or beliefs and will be respectful of those of other religions or their own. This protection also applies to those who do not follow a religion.

Sexual orientation: Members of the ODBST family will be treated fairly regardless of their sexual orientation and the dignity of all should be respected. Care should be taken to avoid situations where a person feels excluded or unwelcome because of their sexual orientation and line managers, teachers and leaders should be aware that harassment that takes the form of a general culture, e.g. the telling of homophobic jokes, should not be tolerated.

Sex: males and females will not be treated less favourably on the basis of their gender.

Members of the ODBST family includes all pupils, employees of the ODBST (including those engaged on permanent and fixed-term contracts, part-time and full-time workers, casual workers and apprentices) governors, trustees, agency workers, contractors, parents, business partners, job applicants and potential members of the ODBST family such as prospective families.

8. COMPLAINTS

The trust will treat seriously all complaints of unlawful (or potentially unlawful) discrimination. Any complaints will be investigated in accordance with the grievance, conduct and discipline or complaints policy, whichever is appropriate.

9. MONITORING AND EVALUATION

The Local Governing Body of each ODBST school should regularly monitor the effectiveness of this policy through a variety of means including:

- all applicants for posts should be asked to complete a monitoring form to enable monitoring of recruitment decisions against the principles of this policy;
- all applicants for posts should be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to attend an interview or carry out the duties of the post. Responses to this question and appropriate actions taken by a school to accommodate people with disabilities will also be monitored as part of this process;
- the incidence of complaints under the procedures and any other aspect of this policy will also be monitored.

The ODBST's Chief Executive and Director of HR will periodically report to the ODBST Finance, Resources, Audit, Pay and Personnel committee (FRAPP) the details of the operation of the equality and diversity policy across the Trust.

The ODBST FRAPP committee will monitor the outcomes and impact of this policy on an annual basis and report accordingly to the ODBST Board.

The headteacher/ Chair of Governors will be responsible for ensuring that any such information obtained by the school is stored in an appropriate and confidential format in accordance with ODBST's Data Protection Policy and the Data Protection Act 2018.

10. EQUALITY IN EMPLOYMENT

This policy covers all aspects of the employment relationship including selection for employment; promotion; learning and development; pay and benefits; employment practices, performance management and selection for redundancy.

In recruiting staff, the ODBST will ensure that its practices do not discriminate against candidates in ways which are unrelated to their ability to carry out the role.

All opportunities for employees to develop their skills and expertise will be carried out in a fair manner.

The pay of staff within ODBST will be based upon their skills and abilities, and linked to their job role, and not based upon any particular characteristic.

The ODBST is committed to ensuring relevant training is provided to employees in respect of the provisions of the Equality Act and any subsequent revisions to it.

All employment practices, including selection for redundancy where applicable, will be operated in a fair and non-discriminatory manner.

11. EQUALITY OF PUPIL PROVISION

The Trust will support its school to ensure that pupils are provided with appropriate support to recognise their individual needs. This includes protection under the Act extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.

Protection under the Equality Act is extended to pupils who are pregnant, have recently given birth or are undergoing gender reassignment.

All ODBST policies relating to the provision of education, the curriculum, behaviour for learning, attendance, exclusion, medical treatment and child protection and safeguarding consider the provisions and duties of the Act.

12. EQUALITY OBLIGATIONS OF CONTRACTORS AND SERVICE PROVIDERS

Across the Trust we will ensure that all service providers that are contracted to provide services to the Trust will comply with Equalities legislation. Where services are deemed not to meet these standards, in relation to equal opportunities and fairness, contracts may be terminated. Provision will be made within Service Level Agreements between the trust, or an individual school and service providers or contractors, that will ensure that services are made available, with due regard for fairness and equality.

11. RAISING CONCERNS

If any employee has concerns about conduct or behaviour in the workplace pertaining to the equality and diversity policy they should speak to their line manager at the earliest opportunity. In the event that the concern relates to the line manager, an employee should speak to the headteacher (or for shared services staff, their line manager's manager) in the first instance.

The trust will treat seriously all complaints of unlawful (or potentially unlawful) discrimination. Any complaints will be investigated in accordance with the grievance or complaints policy, whichever is appropriate.

Any employee found to be in breach of this procedure as a result of behaviour, conduct or comments towards another employee or stakeholder may be subject to disciplinary proceedings.

12. EQUALITY OBJECTIVES

ODBST's equality objectives are set out in appendix 1. These are reviewed every four years and published annually.

Appendix 1 - ODBST Equality Objectives

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty (Underline the aim that applies)	Protected Characteristics *(Race, disability, gender, religion or belief, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, gender reassignment)* (Include all groups to which it applies)
1.	Ensure that all staff, governors and trustees are aware of current legislation relating to equality and abide by this and the ODBST inclusivity value in all actions and decisions	Within 12 months Roll out equality training to all staff, governors and trustees. Promote the ODSBT values across all schools	All staff, governors and trustees will have been trained on equality legislation and take actions and decisions in relation to this and ODBST's inclusivity value.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	All

2.	Ensure all pupils in ODBST schools have equality of opportunity. Raise aspirations among children and strive for everyone to be given every opportunity to reach their potential, regardless of characteristic or background	No equality issues raised.	Attainment data records monitored.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	All
3.	Ensure all staff and potential staff have equality of opportunity through consistent application of robust policies and procedures	No issues raised in relation to equality and the application of policy or procedure.	Policies to be regularly reviewed to remain in line legislation changes. Regular HR contact with schools to monitor consistency.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	All
4.	Continue to support our schools to review, revise and develop a broad and balanced curriculum so that it represents a diverse culture and society, reflects the importance of equality and inclusivity and encourages tolerance and respect	No equality concerns raised Inclusivity observed in classrooms	Trustee/Officer visits School reporting	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	All

5.	Monitor and report on the application of this policy and take action as appropriate.	Staff, pupils and stakeholders are adhering to the Equality policy with no issues or concerns raised.	Equality reporting to be included at each FRAPP committee meeting. Annual review of the policy and its application to take place in the Autumn term each year, by the FRAPP committee with report to the Trust Board.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	All
	Continue to embed the ODBST value of inclusivity in all activities.	No equality issues reported. Workforce is representative of the local demographics.	Staff equality monitoring against demographic data. Equality issues monitored.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	All

Appendix 2 – ODBST School Equality Statement

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

We welcome our duties to eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010) and to promote community cohesion (under the Education and Inspections Act 2006).

At the ODBST we aim to ensure that everyone is treated fairly and respectfully. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same. We aim to make sure that no-one experiences less favourable treatment or discrimination because of their age, a disability, their ethnicity, colour or national origin, their gender, their gender identity (they have reassigned or plan to reassign their gender), their marital or civil partnership status, their being pregnant or having recently had a baby, their religion or belief or their sexual identity and orientation. We recognise that some individuals need extra support at school or in the workplace and endeavour to provide reasonable adjustments. We try to make sure that people from different groups are consulted and are involved in our decisions.

Appendix 3 – ODBST Equalities Reporting

We are committed to working for equality for all to meet our duties under the Equality Act 2010. The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We eliminate discrimination by:

- Regularly reviewing our policies to ensure they remain fit for purpose and promote equality;
- Reporting and responding to incidents of alleged discrimination;
- Regularly monitoring our schools to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping;
- Ensuring high quality teaching across the Trust enabling children to reach their potential and all pupils are given equal entitlement to success;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;
- Ensuring employment decisions are based on objective non-discriminatory criteria;
- Monitoring workforce equality data against local demographics.

We advance equality of opportunity by:

- Using the information we gather to review our current status and determine future direction;
- Ensuring participation of stakeholders in decision making;
- Listening to pupils, parents/carers and staff.
- Observing positive equalities practice in staff recruitment, development and all employment practices.

We foster good relations by:

- Ensuring that equality and diversity are embedded in our vision and values;
- Developing strong links between our schools;
- Listening to our staff and stakeholders;
- Encouraging schools to develop positive links with their surrounding villages and local community.

Appendix 4 – Equality Information and Objectives guidance for schools

Equality information and objectives

Taken from the DfE's statutory policies for schools, each school is required to have an equality information statement and objectives:

Review frequency: Every four years and publish information annually

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher.

Legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

Under specific duties, governing bodies, local authorities and proprietors are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

DfE Guidance

Equality objectives may arise from analysis schools have carried out on their published data or other information, where they have identified an area where there is potential for improvement on equalities, or they may – for example - be set in anticipation of a change in local circumstances. Some examples might be:

- to increase participation by black pupils in after school activities;
- to narrow the gap in performance of disabled pupils;
- to increase understanding between religious groups;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group, such as traveller children.

Options

- Delegate responsibility to each individual school
- Implement central equality objectives
- Implement a mixture of central and local objectives

Any objectives implemented must be measurable and reportable on an annual basis

Examples

- To ensure that lessons provide opportunities for all pupils to achieve
- To ensure that all children take part in physical activities
- School visits are accessible to all children irrespective of attainment or impairment.
- School ensures that the needs of all individuals are met
- To provide Information that is accessible and easily understood by all
- To maintain our non-discriminatory approach to the recruitment, employment and day to day management of staff, including making reasonable adjustments to working conditions for disabled staff e.g. car parking, equipment, rooming, timetable etc.
- To support the progress of students with protected characteristics by providing;
  I. Disabled access arrangements
  II. Adapted toilet facilities
  III. Adapted timetables

IV. Appropriate equipment as budgets allow
V. Counselling as required

- To ensure that all groups of students perform in line with, or above, national expectations according to their individual skills, aptitude and ability.
- To narrow the gap between girls and boys in terms of outcomes
- To exceed national performance targets in all areas
- To increase understanding between different religious groups

Appendix 5 - Example Equality Objectives for schools

Any equality objective needs to be relevant to your school but the following are examples of objectives you could consider:

- To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential,
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity,
- To promote cultural development and understanding through a rich range of experiences both in and beyond the school,
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum,
- To narrow the gap between boys and girls in writing by the end of KS1
- To support learners with particular needs.

e.g.

Equality Objective	**Actions required**	**Success Criteria**
Supporting learners with particular needs	• Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate. • Teachers prepare Individual Education Plans where necessary and share regularly with parents. • Extra tuition is provided where appropriate. • Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate.	The school will have in place: • Individual Education Plans that focus on learning priorities • Basic Skills support, where appropriate • Language support available as required • Tutoring/mentoring schemes available as appropriate • Homework/Revision support provided as appropriate • Appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.

Making the school accessible to all	• Good interagency links are maintained by the school. • Very supportive relationships with parents of children with additional needs • Children with additional physical, medical and emotional needs are supported appropriately in school (and outside e.g. home school link, Seesaw) • Adaptations are made so as to include all children in educational visits, extra-curricular opportunities, residentials etc.	The school will ensure that: • It meets the needs of pupils, staff and others with physical disabilities • It meets the needs of pupils, staff and others with other disabilities • Curricular and extra-curricular opportunities are available for pupils with disability • It will identify further developments to address outstanding issues where these constitute reasonable adjustments.

Further examples of equality objectives

Further generic examples can be found at the link immediately below and an internet search will provide other examples-
https://www.cumbria.gov.uk/elibrary/Content/Internet/537/6381/6386/40828154541.pdf

Useful links

Statutory policies for schools:
https://www.gov.uk/government/publications/statutory-policies-for-schools

The Equality Act and Schools: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission Guidance:
http://www.equalityhumanrights.com/sites/default/files/documents/EqualityAct/PSED/public_sector_equality_duty_guidance_for_schools_in_england.doc

Approved October 2022

Appendix 6 – EQUALITY OBJECTIVES TEMPLATE

EQUALITY OBJECTIVES TEMPLATE **Date:**

Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives:

Notes: There is no prescription about the **number** of objectives. Your objectives may cover **Teaching, learning and curriculum; Equity and Excellence for All; Community Engagement and extended services.**

The last two columns will help you to check your objectives' coverage – but, again, there is no prescription.

	Equality Objective	**Success Criteria** **How we will know we are making progress**	**Actions required to achieve objective**	**Aims of the Equality Duty** **(Underline the aim that applies)**	**Protected Characteristics** ***(Race, disability, gender, religion or belief, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, gender reassignment)*** **(Include all groups to which it applies)**
1.		**Within 12 months** **Within 2 years** **After 4 years**		Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	

2.		**Within 12 months** **Within 2 years** **After 4 years**		Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	
3.		**Within 12 months** **Within 2 years** **After 4 years**		Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	

