



Beulah Junior School

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Equality Information and Objectives Policy

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1. 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

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 board 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
- › 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 Teacher

The equality link governor will:

- › Meet with the designated member of staff for equality at least annually, and/or as any issues arise and how discuss how these are being addressed. Other relevant staff members may also attend these meetings.
- › Ensure they're 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 Head Teacher will:

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

The designated member of staff for equality will:

- › Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor at least annually, and/or as any issues arise and how discuss how these are being addressed. Other relevant staff members may also attend these meetings.
- › Support the Head Teacher 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.

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.

All staff receive refresher training annually and new staff complete the full training.

The school has a designated member of staff 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.

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 that 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 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 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. 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.

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

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: To ensure equality if embedded in our recruitment procedures and support a positive outcome.

To achieve this objective, we plan to: Head Teacher and designated member of staff for equality will create an action plan to detailing the actions from the objective and when these will be achieved.

Progress we are making towards this objective: Review the action plan termly

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: To ensure equality if embedded in our recruitment procedures and meets the needs of our current staff, which then support a positive outcome.

To achieve this objective, we plan to: To achieve this objective, we plan to: Head Teacher and designated member of staff for equality will add this to the equality action plan and detail the actions from the objective and when these will be achieved. This will include reviewing the current designated places of classes and/or year groups to accommodate disabilities.

Progress we are making towards this objective: Review the action plan

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.

Why we have chosen this objective: To ensure equality if embedded in our recruitment procedures and support a positive outcome.

To achieve this objective, we plan to: Head Teacher and designated member of staff for equality will add this to the equality action plan and detail the actions from the objective and when these will be achieved.

Progress we are making towards this objective: Review the action plan termly

9. Monitoring arrangements

The Head Teacher and designated member of staff for equality will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment