

Salendine Nook High School (Academy)

Equality Information & Objectives (Statutory)

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1. Aims and Equality Statement

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
- Salendine Nook High School Academy seeks to provide Equality of Opportunity for all members for the school community whatever their disability, age, gender, race, nationality, religion, marital status, maternity, sexual orientation or background. We recognise that people have different needs and treating them equally does not always mean treating them exactly the same. We recognise that some members of the school community will need additional support to enable them to fully access school services. We strive to challenge discrimination and prejudice of all levels in the school community.

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.

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

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, students 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 Principal

The equality link governor is Martin Caufield. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed;
- 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 Body regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and students;
- Monitor success in achieving the objectives and report back to governors.

The Assistant Principal (Personal Development) is the designated member of staff for equality and will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and students;
- Meet with the equality link governor every term to raise and discuss any issues;
- Support the Principal 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as required.

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 which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students 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 students to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students 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 students with different protected 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 students.

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 PME, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Students will be encouraged to take ahead 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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 students with disabilities;
- Has equivalent facilities for boys and girls.

The school will keep 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 Finance, Staffing & General Purposes Committee of the Governing Body.

Why we have chosen this objective: to consider the diversity of the staff workforce and ensure that all recruitment complies with local and national guidelines.

To achieve this objective, we plan to: Monitor all recruitment processes and conduct an annual audit of staff.

Progress we are making towards this objective: Staff profile is becoming more diverse but does not reflect the school or local community.

Objective 2

Evaluate the SMSC tracker with a particular focus upon equality and diversity.

Why we have chosen this objective: to address any imbalances and ensure that all areas of the curriculum are compliant with the Public Sector Duty Act

To achieve this objective, we plan to: Ensure that curriculum rationales and schemes of work clearly identify aspects of equality and diversity which is then included on learning walks, lesson observations and SMSC tracker.

Progress we are making towards this objective: Schemes of work and rationales have been updated

Objective 3

To achieve the SMSC Quality Mark

Why we have chosen this objective: to address any imbalances in protected characteristics across the curriculum

To achieve this objective, we plan to: Analyse gender and ethnicity numbers in subjects, especially at GCSE options.

Progress we are making towards this objective: Range of subjects offered has increased, some are gender biased.

Objective 4

To monitor representation of the school community in extra-curricular activities

Why we have chosen this objective: to address any imbalances in protected characteristics across the provision of extra-curricular activities after COVID restrictions have been lifted

To achieve this objective, we plan to: Increase the provision of extra-curricular activities and analyse participation rates across different cohorts of students.

Progress we are making towards this objective: Extra-curricular booklet will be produced every term and registers will be taken to allow analysis to take place.

Objective 5

Reduce the incidence of the use of racist, homophobic, bi-phobic, transphobic and sexist language by students in the school.

Why we have chosen this objective: Incidents of the use of poor language choices by students is evident.

To achieve this objective, we plan to: Monitor and analyse incidents using CPOMS and plan interventions to support both the perpetrator and victim.

Progress we are making towards this objective: Reports to identify any patterns

9. Monitoring arrangements

The Assistant Principal (Personal Development) and the PDBW committee will update the equality information we publish, [described in sections 4-8 above], every year.

This document will be reviewed by the PDBW committee / Full Governing Body at least every 4 years.

This document will be approved by the PDBW committee / Full Governing Body.

10. Links with other policies

This document links to the following policies/documents:

- Accessibility plan
- Risk assessments