



Equality Information and Objectives

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 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 is [Mandie Gillard](#). 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 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

The designated member of staff for equality, [Rachel Nesbitt](#) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher 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. Our main equality challenges

Special Education Needs (SEN) At present the principle challenge facing the school with regard to equality is the number of children identified with special educational needs, in particular those not yet in receipt of an Educational Health and Care Plan (EHCP) or adequate funding, but still requiring significant additional support in and out of the classroom in order to achieve their potential for learning.

Gender / Disadvantage Within a number of year groups, there are more boys than girls and a high percentage of disadvantaged pupils on the SEN register are male (currently ____%). Staff maintain a close eye on the potential impact that this might have, and employ differentiated strategies as necessary. Our plans to tackle these inequalities can be found in our Learning Development Plan. We monitor the attainment of all of our pupils by gender and potential disadvantage. We set targets to improve the attainment and rates of progress of all pupils. We are identifying and addressing barriers to the participation of boys and girls in activities. We ensure that gender stereotypes in subjects and real life contexts are avoided.

5. 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 annually.

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.

6. 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

- 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
- We have a school behaviour policy that records all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed
- We have a school anti-bullying policy that sets out how we will eradicate bullying in school. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible
- Our admission arrangements are in line with Dorset LA policy for admitting pupils with protected characteristics
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published on the school website
- We aim to observe and implement the principles of equal opportunities and nondiscrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances. We have a staff code of conduct that is published on the staff policies site
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme
- We provide a curriculum that supports all pupils to understand, respect and value difference and diversity. We ensure that the curriculum challenges racism and stereotypes
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We promote the British Values

Disability

- We are committed to working for the equality of people with and without disabilities
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf
- As far as is reasonably possible we are committed to carrying out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning

7. 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. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Monthly newsletter outlining key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole
- Surveys, questionnaires and verbal consultations
- Continuous development of the school website to ensure accessibility of information
- Parents evenings and open evening sessions for new families joining the school

8. 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.

All curriculum areas make the best possible use of all that is on offer from a cultural and ethnic perspective in our local area. Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a diverse community, continuing to promote collaboration between different groups and celebrating difference.

We ensure we respond to and monitor any sexist bullying or sexual harassment in line with school policies. We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes, ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. Both male and female parents and carers are involved in the work of the school and are encouraged to contribute to their children's learning and progress and further school development.

9. Equality objectives

Objective 1: *Analyse trends in recruitment with regard to race, gender and disability by July 2019, and report on this to the staffing sub-committee of the governing body.*

Why we have chosen this objective: *To ensure that we have a clear view of how well we are promoting our role as an equal opportunities employer and to evaluate our current recruitment systems.*

To achieve this objective we plan to: Undertake an analysis of recruitment data and carry out a thorough evaluation of our current provision for recruitment. 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. Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2020, to help address the under-representation of people with disabilities in the school workforce.

Progress we are making towards this objective:

Objective 2: Raise staff awareness of particular protected characteristics (SEN - children with muscular dystrophy and hearing impairments) the impact of these conditions on health, learning and emotional wellbeing and the strategies that can be used to support pupils

Why we have chosen this objective: Children joining us with specific and evolving SEN that has not been the focus of CPD in recent years

To achieve this objective we plan to: Implement a specific programme of CPD for all staff and a tailored programme for staff working closely with identified groups

Progress we are making towards this objective:

Objective 3: Raise staff awareness of the need to tailor Equality Impact Assessments for school trips to a greater complexity of need

Why we have chosen this objective: Children are presenting with more complex needs that need to be accommodated when planning school visits and residential trips. Staff need further training to ensure that they are aware of how to plan for and address a greater complexity of needs alongside their current risk assessment systems

To achieve this objective we plan to: Provide further CPD and guidance relating to Equality Impact Assessments. Extend our Risk Assessment policy to include further guidance

Progress we are making towards this objective:

Objective 4 Review availability of written information in accessible formats, starting with the content on the school's website. Address need to introduce communication plans when parents are unable to communicate in written form within the school complaints procedure

Why we have chosen this objective: It is becoming increasingly evident that some of our parents struggle to access key information relating to school policies, or to communicate effectively within a system of planned communication due to barriers to literacy

To achieve this objective we plan to: Convert some key school policies to spoken word. Clarify our definition of a communication plan within the complaints procedure and ensure that expectations are consistent in all areas.

Progress we are making towards this objective:

9. Monitoring arrangements

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

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

This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan

- Admissions
- Anti-bullying
- Behaviour
- Complaints policy and procedures
- Curriculum
- PSHE
- Recruitment and Retention
- Risk Assessment
- SEND
- SMSC
- Staff Code of Conduct
- Staff Discipline, Conduct and Grievances
- Teaching and Learning

Date effective	March 2019	Approval	Full Governing Body
Maintenance	SLT	Role/responsibility	Catherine Smith - Headteacher, Rachel Nesbitt - Inclusion Leader
Date of next review	March 2020	Date of last update	March 2019