

EQUALITY DUTIES FOR SCHOOLS



The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties.

Schools have a **general duty** to

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

They also have a **specific duty**

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

There is no requirement to produce long complicated policy – or indeed any policy at all.

The following template is designed to assist schools to

- **Publish information which demonstrates what they are doing to eliminate discrimination, advance equality of opportunity and foster good relationships**
- **Publish objectives**
Review Progress towards the achievement of the objectives

Please note in using this template!
Text in black should appear in your plan
Text in red is instructions or advice
Text in green is illustrative examples

School Statement on Equality

***** School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan which can be found here (add link)

Part 1: Information

Pupil population

Number of pupils on roll at the school broken down by gender, SEND and ethnicity.

Prejudice related incidents and bullying

Exclusions

Analysed by gender, SEND and ethnicity.

Staff (only applies if the school employs more than 150 people)

Information on staff by protected characteristics

Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

Details of training for staff

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions

Policies which particularly contribute to the promotion of equality

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff discipline and grievance

ICT & E-safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

PHSE and Wellbeing Policy

Curriculum

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. (Examples or links to other parts of the school website)
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. (Examples or links to other parts of the school website)
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by
- Makes use of resources which challenge stereotypes. Examples include.....

Engagement/consultation

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by.....

Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs (insert hyperlinks)

Data summary of achievement and progress of pupils with SEND and those without

Data on participation in after school clubs

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

This information should include

Interventions to address the needs of pupils with disabilities

Reasonable adjustments the school has made to meet the needs of pupils, parents/carers with a disability

Examples

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met. □

Children with disabilities are supported and enabled to take part in all school events, trips and sports days.

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians,

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. Examples are

Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds

Summary data on achievement and progress at EYFS, KS1, KS2, KS3, KS4 & KS5 of pupils by ethnic group

Data on participation in after school clubs

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

This information could include

Identified achievement gaps and steps being taken to address barriers to learning
Details of Special events, international days, class and school productions and sports days which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds
Details of visits to local places of interest and worship

Examples of how the curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes.

Gender

Summary data on achievement and progress at KS2, KS4 & KS5 of pupils by gender

Data on participation in after school clubs

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

This information could include

Targets to improve the attainment and rates of progress of particular groups of boys and girls.

Steps taken to address barriers to the participation of boys and girls in activities.

Ways in which we have ensured the curriculum interests both boys and girls

Initiatives to encourage dads/male carers to come into school

Things done to include positive, non stereotypical images of men and women, girls and boys across the curriculum, through assemblies, visits and the visitors we invite in to the school.

Uniform policy

Religion and belief

At ***** School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

This information could include

How the curriculum supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
How we promote inclusion for all our faith groups in all parts of the curriculum.
Visits to local places of worship and opportunities to engage with different religious and spiritual communities around us (e.g. our local Mosque, Church and Temple).
Involvement of parents and families in celebrations based on the different religions.
These have included special assemblies, displays, talks and sharing experiences and customs around significant festivals.

Links can be included to other parts of the school website where this information is provided

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

This information could include

Use of teaching and learning curriculum resources to provide positive examples as well as images of differing

- family set-ups eg same sex parents

- sexual orientation

- gender identity

Examples of how the curriculum – including Diversity and Identity Education – supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non traditional family structures and challenges stereotypes and discrimination.

Work to eliminate homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation.

Arrangements in place to support pupils with gender identity issues.

Arrangements in place to support pupils undertaking gender re-assignment.

Non gender specific uniform policy.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

(Illustrative examples are given) .

Equality objective 1:

Close the attainment gap between black African Caribbean boys and other pupils in writing

Success criteria

Time frame

Key actions to meet this objective

Progress towards meeting this objective To be added annually

Equality objective 2:

Close the attainment gap between boys and girls in maths at the end of KS2/KS4

Success criteria

Time frame

Key actions to meet this objective

Progress towards meeting this objective To be added annually

Equality objective 3:

Ensure that the participation in after school clubs reflects the gender and ethnic profile of the school

Success criteria

Time frame

Key actions to meet this objective

Progress towards meeting this objective To be added annually