



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.

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

3. Roles and Responsibilities

The board of Trustees 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 to the Headteacher;
- Meet with the designated member of staff for equality every year, 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 board regarding any issues.

The Headteacher will:

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

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.

New staff receive training on the Equality Act as part of their induction.

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;
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Monitor attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the data referenced above to determine strengths and areas for improvement, implementing actions in response;
- Ensure that all pupils have access to the full entitlement of the curriculum and enhancement activities, with reasonable adjustments being made where applicable;
- Record and monitor incidents relating to particular protected characteristics of pupils. identifying improvements for specific groups;

- When advertising vacancies, ensure that advertisements avoid stereotyping or use wording that may discourage groups with a particular protected characteristic from applying;
- When recruiting, ensure that no job applicant suffers discrimination because of any of the protected characteristics;
- During pre-employment checks, ensure that applicants are not be asked about health or disability before a job offer is made, other than where it is necessary to;
 - (a) establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments);
 - (b) establish if any reasonable adjustments need to be made to enable an applicant to have a fair interview or assessment;
- Ensure that pay and promotion decisions will be based on an employee's performance (where relevant), skills and experience as detailed in the relevant Pay or Appraisal Policy;
- Ensure that any redundancy criteria and procedures are fair and consistent and that disciplinary procedures and penalties are applied without discrimination

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, cultures and other protected characteristics 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.

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:

- 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.

8. Equality Objectives

Objective 1

Audit the personal characteristics of our new intake and staff to ascertain if there are any considerations to be taken into account.

Why we have chosen this objective: This is our first staff team and pupil cohort into school. We want to be able to support all staff, children and families to the best of our ability.

To achieve this objective we plan to: conduct an audit; consider any alternative arrangements eg dietary considerations in our school meal offer for religious reasons; arrangement/décor of classrooms due to social communication or movement difficulties; consider whether any reasonable adjustments need to be undertaken within the working environment for any staff member.

Objective 2

Ensure all staff are trained in unconscious bias.

Why we have chosen this objective: To ensure that all people are treated with respect and all processes are carried out fairly. To ensure recruitment promotes equal opportunities.

To achieve this objective we plan to: Use a staff meeting to train staff. Make this part of our induction process.

Objective 3

Ensure that recruitment processes reflect fair and consistent practice.

Why we have chosen this objective: We want to employ the best candidates for the positions available, through a fair and transparent process.

To achieve this objective we plan to: Advertise and recruit in line with guidance, working with the HR team at Lawrence Sheriff School. If necessary, adapt our interviewing process to ensure that all candidates can take a full and active part in the process, whilst ensuring that safer recruitment practice remains of paramount importance.

9. Monitoring Arrangements

The headteacher will update the equality information we publish every year. This document will be reviewed and approved by the Trustees/governing board every 2 years.



Types of Unlawful Discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- Discrimination arising from disability occurs when you treat a disabled person less favourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the Academy and the harassment relates to a protected characteristic.
- Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above. Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.