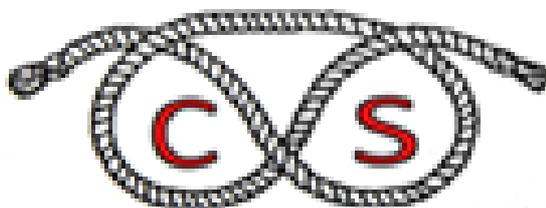


# Equality plan and objectives

## The Crossways Schools

*Learning Together, Stronger Together*



**Approved by:**

Pupil Development Committee

**Date:** 18/7/19

**Last reviewed on:**

July 2019

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## 1. Aims

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

## 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 plan 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 will:

- Meet with the designated member of staff for equality every old term and other relevant staff, 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 Executive 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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor at least every year 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 an understanding of the information in this document and to work to achieve the objectives as set out in section 10.

## 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.

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. gender, disability, etc)
- 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:

- Analyse the attainment data of pupils with different characteristics to determine strengths and areas for improvement, implement actions in response and publish this information
- Monitor and support attendance of all groups of pupils
- Ensure the school environment is as accessible as possible to pupils, staff and visitors
- Make evidence available identifying improvements for specific groups where necessary
- 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

- Challenge stereotypes or prejudices as they arise
- Holding assemblies dealing with relevant issues, both planned across the year and reacting to any specific incident or issue. Pupils will be encouraged to be involved in such assemblies and we will also invite appropriate 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

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made and considers the impact of these 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. Monitoring arrangements**

The Pupil Development Committee will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed and approved by Pupil Development Committee at least every 4 years.

## **9. Links with other policies**

This document links to the following policies/documents:

- Accessibility plan
- Antibullying
- Attendance
- Behaviour and Discipline
- Collective Worship
- Curriculum
- Safeguarding and Child Protection
- SEND and Inclusion
- Sex and relationships Education
- Staff Code of Conduct
- Teaching and Learning

## 10. Objectives

| Equality Strand | Action  | How will the impact of the action be monitored?   | Who is responsible for implementing?     | What are the timeframes?  | Early success indicators   |
|-----------------|---|---|--|---|--|
| All             | Publish and promote the Equality Plan through the school website, newsletter and staff meetings.  | Equality Plan mentioned in Meet the Teacher sessions  | Headteacher / designated member of staff | September 2019<br>Immediately after Equality Plan is agreed by governing body | Staff are familiar with the principles of the Equality Plan<br><br>Parents are aware of the Equality Plan      |
| All             | Monitor and analyse pupil achievement by ethnicity, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Achievement data analysed by race, gender and disability  | Headteacher / Governing body             | Annually in Sept  | Analysis of teacher assessments / annual data demonstrates the gap is similar or narrowing for equality groups |
| All             | Review and rewrite Pupil Development Committee Terms of Reference to include references to Equalities Policy and Plan   | FGB to discuss and agree Terms of Reference   | PD committee                             | September 2019  | The issues of Equalities Policy and Plan will become a regular item in the work of the PD committee.           |
| All             | Ensure that displays in classrooms and corridors promote diversity in terms of gender and ethnicity.  | Increase in pupil participation, confidence and positive identity – monitor through PSHE and learning walks | Designated member of staff               | Ongoing   | More diversity reflected in school displays across all year groups   |
| Race            | Identify, respond and report racist incidents. Report   | The Headteacher /   | Headteacher /                            | When  | Teaching staff are   |

| Equality Strand      | Action   | How will the impact of the action be monitored?   | Who is responsible for implementing?    | What are the timeframes? | Early success indicators   |
|----------------------|--|---|---|--------------------------|--|
| Equality Duty        | the figures to the Governing body three times a year.  | Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | Governing body                          | necessary                | aware of and respond to racist incidents<br><br>Consistent nil reporting is challenged by the Governing Body |
| Gender Equality Duty | Ensure all children have a wide range of sporting opportunities within the school curriculum and extra curricular activities.<br><br>(Eg Mix of boys and girls as appropriate in sporting teams; all genders used for demonstrations, opportunities for clubs are equal) | Boys and girls feel included within sporting activities and that there is equality of opportunities.  | Teachers and PE leads                   | Sept 2019                | There is clear equal opportunities evident in the sporting events/clubs offered.                             |
| Gender Equality Duty | Ensure that items of uniform are not seen as gender specific   | Children and adults do not class different items of uniform as solely for boys or girls   | Headteacher                             | Sept 2019                | The page for uniform on the website is not gender specific.  |
| Gender Equality Duty | Increase the number of male role models within the school by using a Dad's Day (or other male family members) and ask for more males to volunteer for particular events.   | Monitor the responses from children and Dads following the Dad's Day.<br><br>Identify whether male volunteers have increased during the year.   | Designated member of staff<br><br>Staff | April 2020               | There will be a more obvious male presence during different activities within and outside of school time.    |

| Equality Strand | Action   | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators                                      |
|-----------------|--|---|--------------------------------------|--------------------------|---|
| Race Equality   | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different festivals within communities e.g. Diwali, Eid, Christmas. | Collective Worship monitoring                   | Team 5 and Headteacher               | Ongoing                  | Increased awareness of different festivals within communities |