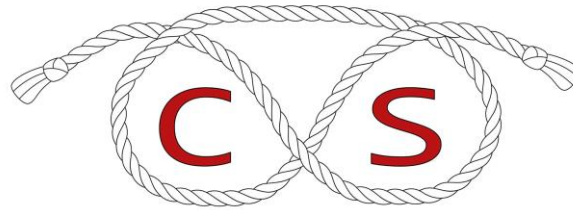


# Equality information and objectives

## The Crossways Schools

*Learning Together, Stronger Together*

*The Crossways Schools*



*Learning Together, Stronger Together*

**Approved by:** Pupil Development Committee **Date:** 13.10.2022

**Last reviewed on:** Oct 2022

**Next review due by:** Oct 2023

# Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making .....	4
8. Equality objectives .....	4
9. Monitoring arrangements .....	5
10. Links with other policies .....	5

---

## 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 Head Teacher

The equality link governor will:

- Meet with the designated member of staff for equality 3 times a year 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 Federation Head Teacher 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 Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor 3 times a year to raise and discuss any issues
- Support the Head Teacher 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.

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.

## 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:

- 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
- 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

## 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 also work with parents to promote knowledge and understanding of different cultures
- 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
- 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:** To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum.
- Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our core values of Contribute, Aspire, Respect, Equality.
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

**Why have we chosen this objective?** Currently there is an under-representation of ethnic groups within the school when compared to schools nationally, however we do have representation of pupils from different groups including gender, pupils with a disability and pupils from different faiths.

**To achieve this objective we plan to:**

- Leaders will monitor coverage of equalities through curriculum monitoring and assembly monitoring.

- Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues.
- Behaviour records will be monitored and if concerns are identified these will be addressed with support to individuals or groups as appropriate.

**Progress we are making towards this objective:**

**Objective 2:** To ensure enrichment and out of school activities are made accessible to all pupils, including those with protected characteristics, disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging school visits and school based activities.
- Addressing any barriers to pupils' engagement in school visits and school based activities through the planning and risk assessment processes.

**Why we have chosen this objective:** The school endeavours to enrich the curriculum for all pupils and as we build up our enrichment activities following the Covid-19 lockdowns we need to have equality at the forefront of our decision making, as referenced in our school values – Contribute, Aspire, Respect, Equality.

**To achieve this objective we plan to:**

- When planning enrichment and out of school activities, we will keep a written record (EQIA) to show that we have actively considered our equality duties alongside our risk assessment.
- Seek professional guidance where appropriate so that we have the most current information on how to ensure enrichment and out of school activities are accessible to all.

**Progress we are making towards this objective:**

**Objective 3:** Ensure all members of staff are fully aware of their responsibilities under the Equality Act 2010,

**Why we have chosen this objective:** To confirm that all staff are aware of the Public Sector Equality Duty and their responsibility to promote equality of opportunity in schools. To ensure that staff are able to identify and recognise incidents as equalities incidents and report them appropriately.

**To achieve this objective we plan to:**

- Prioritise annual equalities update training for all staff.
- Add training on equalities to the induction plan for all new staff.
- Leadership to attend training at least every 2 years.

**Progress we are making towards this objective:**

Federation Head Teacher and Deputy Head Teacher attended the Equalities Conference on May 20<sup>th</sup> 2022

## 9. 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.

## 10. 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