



# Equality Information and Objectives

This policy has been approved by the School and Local Governing Board on 12<sup>th</sup> December 2024

Equality objectives next review date: December 2028

## 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 board 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 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

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.

#### **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. because of their sexual orientation, or pupils with disabilities) 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 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
- 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

#### **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.
- 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 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.

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

## 8. Equality objectives

Priority	Persons Responsible	Action Required	Resources	Date	Success Criteria
Ensure full access to the school and facilities for children with physical and sensory impairment	SLT	Any changes to the building / facilities are evaluated for access.  The needs of individual pupils are assessed, and appropriate action taken.  Equipment and resources purchased for individual needs.	Adaptation to the premises as required		Access is as full as practically possible for all disabled pupils.
Ensure appropriate support for disabled pupils to access an appropriately differentiated curriculum in line with the Code of Practice 2014.	Senco	To make all staff aware of the implications of inclusion.  To maintain and improve staff knowledge and skills.  To make all staff aware of available specialist support.	Support from SENCo  Support from external agencies		Children feel safe, are happy, hardworking and well-behaved.
Ensure that the progress of children with disabilities is as rapid as possible.	All staff	Ensure appropriately differentiated provision led by class teacher.  Monitor provision and support for disabled pupils.  Pupil progress data analysed on an individual / group basis.	Support from SENCo and HT		Children with Disabilities meet their targets.
Ensure that there is no unlawful	SLT All staff	Monitoring of relevant school policies against			All Saints is a fully inclusive school.

discrimination of children, parents, staff, governors or visitors in admissions or access to the school.		Admissions and Recruitment.  Create alternative means of communication with pupils, parents, governors and visitors as needs are identified.			Pupils, parents, governors and visitors are fully included within the life of the school.
--	--	--	--	--	---

**9. Monitoring arrangements**

The Headteacher will update the equality information we publish, at least every year.  
This document will be reviewed by governing board at least every 4 years.

**10. Links with other policies**

This document links to the following policies:

- Accessibility plan