



# Equality Information and Objectives Policy

## 2024 – 28

Policy Written	February 2024
Policy approved by HT and Chair of Governors	February 2024
Policy to be reviewed	February 2028



**Bishop Wilkinson**  
Catholic Education Trust

## Contents

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

### 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 local governing committee 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 on a daily basis to the headteacher.

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings, anti-bullying week and specific training.

The Headteacher, alongside the chair of governors, will monitor any equality issues. The Headteacher 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 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 (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 – See Appendix 1**

## **9. Monitoring arrangements**

This document will be reviewed by the Headteacher and Local Governing Committee at least every 4 years.

Links to Public Sector Equality Duty	Protected Characteristic	Aim	Objective	Target group(s): e.g. whole school, girls, boys, SEN, staff, etc	Action	Who's responsible	Dates from and to	Milestone/progress
All aims of duty.	All protected characteristics	To ensure that the curriculum, texts within school and educational visits expose children to our diverse society.	To further promote spiritual, moral, social and cultural development through all appropriate curriculum opportunities.	All pupils	Review the book spine in school to ensure that it is reflective of a range of cultures and diverse characters.  Review the curriculum to ensure that pupils meet a diverse range of artists/historians etc	SLT Subject Leaders	Ongoing	
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils, staff and parents	Apply for the Rights Respecting Schools Award and link articles within the curriculum.	Senior Leadership Team and Governors  RRSA Lead Teacher Ongoing	Ongoing	
All aims of duty	All protected characteristics Ongoing	To increase the participation of pupils/ students from minority, marginalised or vulnerable backgrounds in school life	To increase the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils/ students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Set up group of pupils/students to develop actions which better	Pastoral lead and school Council Lead	Ongoing	

					involve the target group			
Eliminate unlawful discrimination, harassment and victimisation.	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief.	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in safer schools survey as feel incidents will be dealt with.  Increased staff confidence	Whole school and specifically BME/LBGTU/SEND pupils/students or those from a Faith background	To review and update existing policies and practice relating to bullying. Access staff training Ensure continuing professional SLT Anti-bullying lead Staff attend Anti-Bullying Training and update when necessary Anti-bullying CPD 15.11.21 Accurate reporting rates through CPOMS systems development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to students through confident use of CPOMS	SLT Anti bullying lead	Staff attend Anti-Bullying Training and update when necessary	
Advance equality of opportunity	Other	To improve the attainment of disadvantaged children (PP)	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group Consider strategies from EEF to improve attainment of this group. Careful	SLT	Ongoing	

					consideration of interventions through PP Grant Funding.			
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of local community and the diversity within it			SLT PSHE coordinator	Ongoing	





