




HIGH WELL SCHOOL  
Preparing for Positive Futures

# Equality Information and Objectives

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<b>Date approved by Governing Body:</b>	23.05.22
<b>Date Shared with Staff:</b>	23.05.22
<b>Date of Review:</b>	May 2026 (4 year review period)

<b>Signed by Chair of Governors:</b>	
<b>Date:</b>	23.05.22

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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

### 3. Roles and responsibilities

**The governing body 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 equality link governor is the Chair of Governors. They will:**

- Meet with the designated member of staff for equality (HR Manager) at least twice per academic 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 body 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

**The HR Manager with responsibility for equality will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least twice per academic year, 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 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. 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 every two years via annual presentations or e-learning available from our learning partner The National College.

The school has a designated member of staff for monitoring equality issues (HR Manager), and an equality link governor (Chair of Governors). 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 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:**

- Provide 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)
- Provide 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

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

**Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2022, and report on this to the Resources committee of the governing body at least once per term.**

We want to extend the diversity of our workforce to ensure it is varied and responsive to our learners needs and understanding of the world we live in.

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

In all recruitment and selection activities we will positively promote our focus on widening our school workforce and its diversity

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

- By September 2022, our workforce will have a more balanced and diverse profile.

### Objective 2

**To train staff on how to respond effectively to prejudice-related bullying**

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

- By July 2022, 95% of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in the annual staff survey

### Objective 3

**Increase the representation of students in developing the schools offer of learning, behavior and reward and extra-curricular activities to ensure they are responsive to students expressed**

**Why we have chosen this objective:**

To achieve this objective, we plan to:

Establish and fully consult with our Students Forum monthly

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

The Student Forum is now established, and their ideas are being carefully listened to and acted upon. An example of this is the introduction of student badges during April 2022.

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body at least every 4 years.

This document will be approved by whole the governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality in Employment policy
- Equal Opportunities policy and Equality Statement
- Staff capability policy
- Recruitment and Selection policy
- Probationary policy