

Chiltern Edge School



Equality Information and Objectives Policy

Person responsible for Policy:	Headteacher
Date to Governors:	September 2017
Date Agreed:	September 2017
Review Due:	September 2019
Is this Policy to appear on school website:	Yes
Is this Policy to be displayed in Reception:	Yes

Headteacher's Signature:	
Date:	
Signature of Chair of the Governors:	
Date:	

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 Interim Executive 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 equality link governor is Julie Tridgell. They will:

- Meet with the designated member of staff for equality every term 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 board regarding any issues

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

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 every term 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 regard to this document and to work to achieve the objectives as set

out in section 8.

4. Eliminating discrimination

- a. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions
- b. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct
- c. 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
- d. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September
- e. 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:

- a. Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- b. Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- c. 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:

- a. Publish attainment data each academic year showing how pupils with different characteristics are performing
- b. Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- c. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- d. 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:

- a. 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
- b. 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
- c. 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
- d. 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

- e. 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

The school's Action Plan designed to deliver these objectives can be found in Appendix 1

1. Discrimination, harassment and victimisation on the grounds of protected characteristics will be eliminated
2. Difference is respected and valued and diversity is celebrated: there is a shared sense of cohesion and belonging
3. We provide a positive, safe and well-disciplined learning experience so that all students can thrive
4. All students can access the curriculum appropriate for them and Curriculum
5. Curriculum resources, promotional materials and displays show a range of people and celebrate diversity in all its forms
6. All staff and visitors receive appropriate training so they can implement school policy effectively.
7. Reasonable adjustments are made to make the physical and virtual site further accessible to stakeholders

9. Monitoring arrangements

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

This document will be reviewed by the Governing Body annually at the end of each academic year.

This document will be approved by the Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding Policy
- Behaviour Policy
- SRE Policy
- Anti Bullying Policy

• **Appendix 1: Chiltern Edge School Action Plan 2017-2018**

Priority	Key performance indicators	Actions	Lead	Review June 2018
<p>1. Discrimination, harassment and victimisation on the grounds of protected characteristics will be eliminated.</p>	<p>Rates of bullying and discrimination, harassment and victimisation based on protected characteristics remain low.</p> <p>Parent and student surveys show further improvements in improvement ratings for our prevention of discrimination, harassment and victimisation based on protected characteristics.</p> <p>Parent and student surveys show further improvements in improvement ratings for how we deal with discrimination, harassment and victimisation based on protected characteristics.</p> <p>Staff reports of discrimination, harassment and victimisation based on protected characteristics remain extremely low (with a particular focus on gender).</p>	<p>Equality awareness is raised through information on the website -training during induction and the annual Safeguarding and Equalities week.</p> <p>PSMSC (Personal, spiritual, moral, social and cultural) ensures that all year groups receive Equalities education and that there is progression from Y7-11</p> <p>Pupil survey redesigned to ask specific questions about gender.</p>		
<p>2. Difference is respected and valued and diversity is celebrated: there is a shared sense of cohesion and belonging.</p>	<p>Parent and student surveys show that relationships between different groups continue to be very positive.</p> <p>The website, displays and other promotional materials include a full range of images and content reflecting all key groups.</p> <p>HODs monitor participation in enrichment activities to ensure all protected groups and disadvantaged students are included.</p>	<p>Equality is referenced clearly on the website, in the staff handbook and in homework diaries.</p> <p>Curriculum Leader training will reinforce their responsibility in ensuring equalities are a priority in their teams' work. PSMSC includes activities which promote equalities awareness, particularly gender, racial and homophobic tolerance.</p>		

	Students are proud to come to Maiden Erlegh School and understand the culture of the school.	<p>School Evaluation and survey data reviewed and analysis fed into the school's evaluation and School Improvement Plan reviews.</p> <p>Students at Open Evening and other events show which languages they speak.</p> <p>Student Council to reflect on how we can celebrate diversity further and promote the culture of the school.</p>		
3. We provide a positive, safe and well-disciplined learning experience so that all students can thrive.	<p>70%+ of teachers typically deliver good lessons.</p> <p>Rates of fixed term exclusions are below national and local figures in terms of numbers of exclusions, numbers of excludees and numbers of repeat offenders (particularly from protected groups).</p>	<p>Conduct on-going evaluations of Quality of Teaching, Learning & Assessment and target support where necessary.</p> <p>Appraisal used a vehicle to ensure teaching is at least good.</p> <p>Conduct half-termly behaviour and attendance analysis – including at group level. Analysis submitted for School Evaluation.</p>		
4. All students can access the curriculum appropriate for them and Curriculum. .	NEETS and destinations figures are above national averages including for vulnerable and significant ethnic groups	<p>Curriculum reviewed for suitability for the least able</p> <p>Whole school focus on closing the gender gap, especially through literacy across the curriculum.</p> <p>PP strategy looks at ways to support curricular access for disadvantaged students.</p>		

		Inclusion model means all students access appropriate support		
5. Curriculum resources, promotional materials and displays show a range of people and celebrate diversity in all its forms.	Resources and images a representative of the school and local community but also life in modern Britain.	Diversity implications are discussed when purchasing significant new resources or making substantial changes to promotional materials on our website. SRE (Sex and Relationship Education) is reviewed to ensure it covers sexism and homophobia but also homosexual/bisexual relationships and that the relevant colleagues are confident to discuss them		
6. All staff and visitors receive appropriate training so they can implement school Equality policy objectives effectively.	All staff receive enhanced Equalities training as part of Induction. Also in Safeguarding and Equalities week. There is a clear culture of tolerance and respect upheld by all staff and visitors.	Induction training includes mandatory online course. Equalities awareness is part of induction of temporary staff and visitors. CPD in Safeguarding and Equalities week includes training and information on equalities. Staff received update information and reminders throughout the year on equalities issues.		
7. Reasonable adjustments are made to make the physical and virtual site further accessible to	Staff made aware of any access improvements (eg new website). Reasonable adjustments for new staff, students and parents in place by October half term at the	Specific access arrangements of staff and students are considered during staff induction or student transition days or when needs change. Access is considered during any		

stakeholders.	latest.	refurbishment. PEEPs are put in place for anyone with limited mobility.		
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