

**Longdean School**



**Equality Information and Objectives Document**

**Reviewed:** UNDER REVIEW – AUTUMN 2017

**Ratified:** TBC

**Next Review** TBC

**Contents**

1. Aims.....2

2. Legislation and guidance.....3

3. Roles and responsibilities.....3

4. Eliminating discrimination .....4

5. Advancing equality of opportunity .....4

6. Fostering good relations .....5

7. Equality considerations in decision-making.....5

8. Equality objectives .....6

9. Monitoring arrangements.....7

10. Links with other policies .....7

---

UNDER REVIEW

## 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.

This document also complies with our funding agreement and articles of association where it states

28) The Academy Trust shall have regard to any guidance issued by the Secretary of State on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children.

## 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 equality link governor is Amanda Tattershall she will:

- Meet with the designated member of staff for equality twice every 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 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 twice every academic year 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**

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 receives training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of our safeguarding refresher.

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. 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. Furthermore by upholding the values of the Schools Cooperative Society through the work of The East Dacorum Cooperative Learning Trust.. 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
- Through the East Dacorum Cooperative Learning Trust, 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
- Is sensitive towards any cultural or religious perspectives and practices

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 and pay data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.***

Why we have chosen this objective:

- School was restructured in 2015 – 2016
- The school is expanding and has a growing role meaning more staff will need to be employed
- The school has a significant number of BME students

To achieve this objective we plan to:

- Review our current staff model
- Review our current spend on staff via benchmarking data
- To project and strategically plan our staffing needs for the next 3 – 5 years

Progress we are making towards this objective:

***To be discussed at the next review of the policy in September 2018***

***Objective 2: To enhance the support offered to students and parents who are confronting issues around sexuality and gender***

Why we have chosen this objective:

- In the last two years the number of students identifying as trans gender has increased
- Staff do not have a uniform approach on how to deal with issues raised around sexuality and gender

To achieve this objective we plan to:

- Train staff in the use of a common language when speaking to students on this issue
- Identify suitable facilities for students in subjects like PE or around the wider school

- Enhance staff understanding of language and issues around identity particularly sex and gender. Develop an agreed staff vocabulary in this area to empower staff to feel confident addressing issues around this area. (SIP 2017)

Progress we are making towards this objective:

***Objective 3: Narrow the performance gap between groups of students across the curriculum – SEND, sex, ethnicity, disadvantaged***

Why we have chosen this objective:

- Our gap between disadvantaged and other students has not narrowed for attainment, progress and attendance indicators. We have an above national number of PP students at Longdean
- Longdean has 16% BME students within the school of which approximately 10% are of Pakistani Heritage
- Girls have consistently and significantly outperformed boys at GCSE level whilst the reverse is true Post 16
- The school has above the national average number of students with EHCPs and on the Inclusion register.

To achieve this objective we plan to:

- Actions related to the performance of all these groups can be located in the outcomes, Post 16 and pastoral sections of the School Improvement Plan.

## **9. Monitoring arrangements**

The Strategic Committee of the Governor Board will update the equality information we publish every September as part of their review of the policy and progress towards the targets.

This document will be reviewed by the Strategic Committee of the Governing Board every year as part of our safeguarding cycle.

This document will be approved by the Strategic Committee and ratified by the Full Governing Board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equal Opportunities Policy
- Emergency Plan
- Health & Safety Policy
- Pay Progression Policy