

GROVE PARK SCHOOL



Equality Objectives Policy

Approved by: The Interim Executive Board of Grove Park School

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Signed: IEB

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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

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The IEB 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 the IEB

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 IEB members 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 September.

The school has a designated member of staff for monitoring equality issues, and an equality link IEB member. They regularly liaise regarding any issues and make senior leaders and the IEB 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 data referenced above 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, 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.

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

Staff and IEB members involved in the recruitment and selection process to have safer recruitment training, which includes equal opportunities and non-discrimination. Qualified staff to receive refresher training every 2-3 years.

Why we have chosen this objective:

To fulfill the School's responsibility to provide equal opportunity to all applicants.

To achieve this objective we plan to:

- Ensure that at least one member of staff involved in the selection and interview process has received Safer Recruitment Training.
- A minimum of two members of staff are involved in the selection and interview process.

- All applicants will be asked comparable questions during the formal interview.
- A numerical scoring system is applied.

Progress we are making towards this objective: There are sufficient members of the IEB who have Safer Recruitment Training along with one of the Interim Headteachers.

Objective 2

Have in place a reasonable adjustment agreement (risk assessment) for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

To minimise the disadvantages experienced by staff with disabilities

To achieve this objective we plan to:

- To involve the staff member in writing the risk assessment
- Identify and implement reasonable adjustments to minimize the disadvantages experienced by staff members.

Progress we are making towards this objective: Systems and processes are in place following ESCC guidance should there be a need to make adjustments.

Objective 3

Have in place a reasonable personal care plans for all pupils with disabilities, to meet their needs better, support pupils with sensitivity, dignity and respect and to ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

To minimise the disadvantages experienced by pupil with disabilities and personal care needs.

To achieve this objective we plan to:

- To involve the pupil and their family in writing the personal care plan
- Identify and implement reasonable adjustments to minimize the disadvantages experienced by pupils.

Progress we are making towards this objective: Whilst the school implements personal care plans, the school needs to evaluate the impact of these on students with a view to improving provision.

Objective 4

The PSHE and RSE curriculum to promote understanding and respect of differences of Disability, Gender, Race, Ethnicity, religion & Sexuality by the start of September 2023.

Why we have chosen this objective:

- To educate pupils and students to be tolerant and accepting of differences and diversity
- To eliminate discrimination through education.

To achieve this objective we plan to:

- Purchasing membership to the PSHE Association
- Ensuring the curriculum intent reflects the ethos of this policy
- Ensure the implementation of the curriculum is effective through quality assurance strategies, including lesson observations, planning scrutiny and moderation.

Progress we are making towards this objective: Whilst there has been progress in these areas this element needs to be revisited particularly in terms of curriculum implementation and coherence across the school.

9. Monitoring arrangements

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

This document will be reviewed by the Headteacher and IEB at least every 4 years.

This document will be approved by the IEB.