



Equality Information and Objectives

May 2017

Approval by the Governing Body	
Review date	
Signed by Chair of Governing Body	
Signed by the Principal Designate	

This information was written by Andrea Fricker, Principal Designate

Consultation	This framework will be updated and published when the school is open in consultation with staff, pupils, parents and governors.
--------------	---

Equality Act 2010

- 1.1 Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.
- 1.2 The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:
 - Eliminate unlawful discrimination
 - Advance equality of opportunity
 - Foster good relations between people from different equality groups
- 1.3 This is called the public sector Equality Duty and its purpose is to promote equality for all.

Equality Duty

- 2.1 The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools/academies – such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.
- 2.2 Schools/academies also have a responsibility to:
 - Publish equality objectives and every four years thereafter;
 - Publish information annually to demonstrate their compliance with the general Equality Duty
 - Publish information relating to their employees and others affected by their policies and practices
 - Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.
- 2.3 A school's/academies published information should include:
 - Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
 - Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
 - Details of the information used in that analysis, and
 - Details of engagement with people with an interest in the aims of the duty.
- 2.4 This information must be published in a way that is accessible to the public

Eliminating discrimination

- 3.1 We are fully aware of the requirements of the Equality Act and this is reflected in our policies and procedures, specifically:
 - Behaviour policy
 - Pay policy
 - Recruitment procedures
- 3.2 We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 3.3 We promote the principle of fairness and justice for all by ensuring that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly

strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

- 3.4 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 3.5 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minor groups.
- 3.6 All staff are expected to deal with racist and other bullying incidents in line with school policy; to know how to identify and challenge racial, gender and cultural bias and stereotyping; to support students for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work. In our daily monitoring of behaviour, for example, we take note of the gender, ethnicity, etc of any child involved in recorded incidents to ensure that any poor behaviour is not linked to discrimination of any sorts.
- 3.7 In many curriculum areas and individual lessons spiritual, moral and personal issues will be integral to the teaching, either formally or informally.

Advancing equality of opportunity

We aim to remove and minimise disadvantages by

- enabling Muslim pupils to pray at prescribed times
- encouraging people with particular characteristics to participate fully in activities, such as clubs
-
-
-

The following are examples of how we promote equality:

- Planned support for children with Special Education Needs or Disability
- Booster groups for particular children or groups of children
- Special provision for children with EAL
-
-
-

Evidence from attainment data

- E.g. Attainment data of all children is constantly monitored and as a result of successful interventions
-
-
-

And evidence from other areas

- We take a tough line on any discrimination and as a result
-
-

Fostering good relations

Teaching at Grove Academy will aim to value cultural diversity, counter racism, sexism and disability discrimination, in order to better reflect the needs of a diverse society. It is important that every curriculum area takes the opportunity to teach about race, gender and disability equality and cultural diversity. For example:

-
-

Particular emphasis within PHSCE and the assembly programme will be given over to moral values that promote equality of opportunity, understanding and fairness. Topical issues will be used to illustrate issues and to stimulate thought. For example:

-
-

We encourage partnership with other schools through sporting, musical and academic activities so that our children meet pupils of different backgrounds. For example:

-
-
-
-

The School respects the religious belief and practice of all staff, students and parents, and will comply with all reasonable requests relating to religious observance and practice.

Objectives

1. To identify initial gaps in performance of difference groups.
2. To ensure that appropriate interventions and support are in place for those children who require additional support.
3. Ensure training is provided to all staff to ensure that they understand their duty under the Equality Act 2010.
4. To plan assembly themes, circle times, etc to promote understanding, awareness and compassion for others.
5. To ensure that displays and other information from all curriculum areas recognise the value of our plural society and, where appropriate, challenge stereotyping.
6. Translation of key documents will be undertaken as necessary so that parents, carers and students can access the necessary information.
7. Celebration of achievement events, parents' information and consultation meetings are organised so as to support the policy.
8. Multicultural events, will be encouraged and supported.
9. Conduct a consultation when the school is open with parents to review the schools' objectives.

Equality information

Latest data:

Group	Number and %	Breakdown	Comments
Pupils		Male Female	
Staff		Male Female	
Governors			
Free school meals eligibility			
SEN SA (SA+)			
Minority ethnic groups			
English as an additional language		Languages include:	
Deprivation indicator			
Average attendance			

Source of data:

Sources and references

Equality Act 2010

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014

Links to other documents

Behaviour policy

Pay policy

Recruitment procedures