

# **Equality Objectives and Public Sector Equality Duty**



## **Welsh House Farm Community School and Resource Base**

**Review by HT: July 2023**

**Consult with Staff, Pupils and Parents: September 2023**

**To be approved by Governors: September 2023**

Next Review September 2027

## **Equality Objectives and Public Sector Equality Duty (PSED)**

### **Our Vision Statement**

This Statement outlines the commitment of the Staff and Governors to promote equality. This involves tackling the barriers, which could lead to unequal outcomes so that there is equality of access, and that the diversity within the school community and the wider world is celebrated and valued.

We wish to create an ethos of Shared Humanity; identifying commonality and shared values and aspirations. This underpins our approach to equality. We value our fundamental similarities and universality.

We believe that equality at our school should permeate all aspects of school life and the wider world and it is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At WHFCS and Resource Base, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This Statement has been drawn up as a result of discussions with representatives of teaching and support staff, pupils, parents and governors and has been shared with the whole school community.

### **Aims**

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. 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 Act;
- 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.

This statement publishes information, which demonstrates how we are complying with those three elements of the Public Sector Equality Duty, and publishes specific and measurable Equality Objectives. 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.

## **Roles and responsibilities**

### **The Governing Body**

- 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 regular basis to the headteacher.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.

### **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination 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 Equality Act as part of their induction, and all staff receive refresher training every year.

### **We eliminate discrimination by:**

- Implementation and review of our Inclusion Policy, SEND policy, Intimate Care Policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e Guidance 2020 DFE Relationship and Sex Education, is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights and fundamental British Values;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;

## **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

**Fostering good relations** across all characteristics - between people who share a protected characteristic and those that do not, we achieve this by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. School council elections, Prefect elections, Playground Sports Leads, Anti-bullying week, RE curriculum, British Values, TIAAS behaviour approach, use of worry boxes, , mental health library, school therapist, talking partners, PHSE and playtime buddies...
- Ensuring the highest aspirations for all groups by organising new-to-school events such as our multi-cultural events
- Fostering good relations by providing enrichment opportunities e.g. Family Fun Evenings, visits to a range of places of worship, visiting artists, specialist teachers in music, dance, modern foreign languages and sports, a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that Welsh House Farm School and Resource Base is seen as an active school within our local community e.g. taking part in local choir events, support the Big Local and Haven Centre within the community, participation in sports events including those for children with disabilities, visits to other schools, visits to a local care home, fund-raising initiatives and charity weeks.
- Working on collaborative research with local schools and in contributing to curriculum developments through the DLP projects.
- Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities.

## **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: effects any religious holidays; is accessible to pupils with disabilities; has equivalent facilities and opportunities 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.

### Monitoring arrangements

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

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

This document will be approved by the governing body

This document links to the following policies:

Accessibility plan

Risk assessments

Educational Visits policy

Accessibility audit and plan

SEND Policy and Local Offer

Inclusion Policy

English as an Additional Language Policy

Religious Education Policy

PSHE/RSE

Policy

Signed \_\_\_\_\_ Chair of Governors ----- Head Teacher

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