

# Equality information and objectives

## Broadmayne First School

**Approved by:** Governing Body **Date:** March 2019

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### 1. Aims

Broadmayne First 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 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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils and the school PTA
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

The PTA (known as Friends of Broadmayne School) will also adhere to the guidance in this document.

## **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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Our PTA association, Friends of Broadmayne School (FABS) use this policy as a basis for their own approach to making their members aware of eliminating discrimination throughout the school community.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, Broadmayne 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. 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, and our link with a school in Nepal, which is being developed across the curriculum.

- 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
- 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

**Objective 1:** *Raise staff awareness of the need to tailor Equality Impact Assessments for school trips to a greater complexity of need*

Why we have chosen this objective: Children are presenting with more complex needs that need to be accommodated when planning school visits and residential trips. Staff need further training to ensure that they are aware of how to plan for and address a greater complexity of needs alongside their current risk assessment systems

To achieve this objective we plan to: Provide further CPD and guidance relating to Equality Impact Assessments. Extend our Risk Assessment policy to include further guidance

September 2020 update: Staff training has taken place and there is a system to plan for children to access trips alongside their current risk assessments. This has been impacted on by Covid-19 restrictions but we continue to work on this.

**Objective 2:** *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: We have identified that there is a need for this training across the school

To achieve this objective we plan to: Access training via the Local Authority. Review training with relevant staff.

September 2020 update: Covid-19 has impacted on this objective. We have been unable to access training but are now beginning to address this.

**Objective 3:** *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by September of next year, to help address the under-representation of people with disabilities in the school workforce.*

Why we have chosen this objective: We recognise that disabled people are under represented in the school staff, and aim to have a clear view of how we are promoting ourselves as an equal opportunities employer.

To achieve this objective we plan to: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by September of next year, to help address the under-representation of people with disabilities in the school workforce.

September 202 update: This target is ongoing and will be addressed across the autumn term.

## **9. Monitoring arrangements**

The headteacher will work with the governing board to update the equality information we publish, at least every year.

This document will be reviewed by the governing board every 4 years.

This document will be approved by the governing body.

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

This document links to the following policies:

- Accessibility plan
- Admissions
- Anti-bullying
- Behaviour
- Complaints procedure
- PSHE
- Recruitment
- Risk Assessment
- SEND
- SMSC
- Staff Code of Conduct
- Teaching and Learning