

Equality Information & Objectives Policy

Stone Lodge School



STONE LODGE
SCHOOL

Date Drafted	February 2024
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Monitoring, Evaluation and Review

The Governing Body will review this policy at least every four years and assess its implementation and effectiveness yearly.



Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	6
10. Links with other policies	6

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

Our school aims to promote respect for difference and diversity in accordance with our RIDES values, of Respect, Integrity, Determination, Equality and Self-management.

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.

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

- 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 equality link governor will:

- Meet with the designated member of staff for equality every 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 among 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 among staff and pupils
- Meet with the equality link governor every 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

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 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/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
- 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

To continue to close the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.

To achieve this objective we plan to:

- Monitor the progress of key groups through gap analysis by protected characteristics where this is available for Key progress indicators to include attendance, behaviour, attainment, attendance, take up of clubs, parent engagement
- Put in place interventions and support for these key groups through pastoral wellbeing managers, tutors, keyworkers and parent engagement
- Leadership to work closely together in identifying and supporting vulnerable students through range of inhouse strategies, training that meets emerging needs and working with external agencies where appropriate
- Conduct an audit of student and staff experiences within the school so that there is a benchmark for monitoring progress towards targets.
- Conduct student and staff surveys and focus group sessions looking at where we can support key groups into attaining and achieving
- Nurture a culture of high expectations for all – raising the profile of unconscious bias and how we can navigate this as a community of staff, students and parents.
- Review allocation of students to curriculum and cultural trips and continue to encourage participation through supporting addressing barriers to this

Objective 2

To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.

To achieve this objective we plan to:

- Ensure that PWM's and careers leader work closely with students with protected characteristics in raising ambition as well as meeting/exceeding our expectations for attendance, attainment and leadership.
- Run summer school and enrichment programme prioritizing students with protected characteristics and supporting them during their time at school
- Encourage student representation in all areas of school looking at raising participation in student leadership opportunities as well as enrichment
- Ensure Careers programme provides appropriate advice and support for all students. Invite role models from all communities to engage with students
- Recognise students through nurturing a culture of belonging
- Celebrate achievements through rewards system and shine a light on effective student leadership, using 'taps on the shoulder' to remove glass ceilings

Objective 3

Eliminate discrimination by promoting anti-racism, equality and celebration of diversity

To achieve this objective we plan to:

- Conduct a review of the taught curriculum to ensure it champions diversity and equality
- Develop greater cross-curricular opportunities for celebration days e.g. Black History Month, International Women's Day etc.

- Continue to plan and run a Cultural Day each academic year where students are encouraged to attend in clothes which they feel represent their lives, background, culture and activities to help students to better understand different cultures
- Provide structured opportunities for students to feedback and have a voice on important whole school decisions, catering, uniform, school culture
- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
- Conduct exit interviews with all staff to receive feedback on their experience

9. Monitoring arrangements

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

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

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility policy
- Attendance policy
- Behaviour policy
- Careers education guidance policy
- Curriculum Policy
- SEND policy
- Pupil Premium strategy and Rcovery spending plan
- Risk assessment
- Supporting students with a medical condition policy