



Tonacliffe Primary School

Equality Information and Objectives Policy

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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

The governing body 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/carers
- 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 governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality (Charlotte Clutterbuck) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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.

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
- 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 activities)

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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues.
- 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

8. Equality objectives

These should be read in conjunction with the Equality School Improvement Plan (action plan), as this details the objectives, actions and evaluations of equality across the whole school in more detail.

1. Our commitment to equality and diversity must feed through the ethos of the school, with all pupils, parents and staff embedding community cohesion into daily practice.
2. The school must become proactive in providing measures to ensure we are not only meeting the PSED but that we take this further by developing a culture and ethos where equality, diversity and community cohesion are entrenched within the school for all to observe.
3. Under-represented groups participate in all areas of school life.
4. Staff are aware of the different strands of equality and what equality means. They deliver principles of equality through daily teaching.
5. The school appears welcoming to all, with barriers to participation in school life disassembled.
6. All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so.
7. That as a school we are not portraying gender bias in any subliminal message.
8. That staff are able and feel comfortable in spotting signs of any pupil questioning their assigned gender or any pupil who may identify as a gender not assigned at birth.
9. Children and staff feel comfortable and informed when discussing sexual orientation appropriately.
10. Instances of homophobia are reduced and/or eliminated.
11. Staff can see and understand a clear difference between those children that have a specific learning need and those that have another need such as having a disability; both physically or mentally.
12. The school ensures that all staff and pupils follow a social model of disability as well as a medical model when appropriate.
13. The school has an up to date EAL policy.
14. The school has an up to date EAL register which all staff are familiar with.
15. Staff can identify our EAL children and provide support in the areas of need.
16. A multi-faith prayer room or space is available to those who wish to use it.
17. Religious events are celebrated throughout the whole school.
18. Pupil premium children's data is in line with their peers.
19. Staff are aware of how and where to signpost families who come forward with worries or who are experiencing financial difficulties.

9. Monitoring arrangements

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

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be reviewed annually, to ensure continued compliance with the PSED.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy

