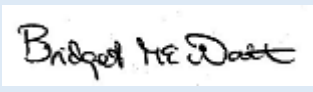




Equality Information and Objectives Policy

Approved by:	IEB Member - A Vear and Chair	Date: 14.5.2024
Signed by:		(Chair)
Last reviewed on:	13.5.2024	
Next review due by:	13.5.2025	

Contents

1	Aims	2
2	Legislation and Guidance	2
3	Roles and Responsibilities	3
4	Eliminating Discrimination	4
5	Advancing Equality of Opportunity	4
6	Fostering Good Relations	5
7	Equality considerations in decision-making	5
8	Collecting and using information	6
9	Publishing Information	6
10	Promoting Equality	7
11	Addressing prejudice-related incidents	7
12	Equality Objectives	7
13	Monitoring Arrangements	7

1. Aims

The Meadows 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.

The Meadows School has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how The Meadows School determines its equality objectives.

2. Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity

- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion or belief
- Marriage and civil partnership
- Sexual orientation

The Act makes it unlawful for the responsible body of an academy to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Look to complete equality and diversity training
- Any issues identified will be reported back to Governing Board

The Headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy to

Governors and any issues identified will be reported back to the Governing Board

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidents of bullying or harassment, whether to themselves or to others, to a member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

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/briefings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher annually.

The school has a designated member of staff who will monitor any equality issues. These will be updated to the Headteacher/other senior leaders as appropriate.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, 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, 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
- 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 Meadows 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 beliefs and values, 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
- Tutor lessons dealing with relevant issues. Pupils will be encouraged to take a lead in such lessons and we will also invite external speakers to contribute
- Working with our local community. This includes but is not limited to 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 Student 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

School have due regard to equality considerations whenever significant decisions are made.

School always consider 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. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

9. Publishing Information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

The school will publish the following information annually with regard to the gender pay gap:

- The difference between the mean hourly rate of pay of male and female full-pay relevant employees
- The difference between the median hourly rate of pay of male and female full-pay relevant employees
- The difference between the mean bonus pay paid to male and female employees
- The difference between the median bonus pay paid to male and female employees
- The proportions of male and female relevant employees who were paid bonus pay
- The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands

The above information will be updated and published annually on the school website in a manner that is accessible to all its employees and to the public for a period of at least three years from the publication date.

10. Promoting Equality

The school's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the academy's approach to promoting equality and diversity across the whole school community.

11. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.

12. Equality Objectives

The school have agreed to the following Objectives:

- To ensure that all Governors and staff are aware of current legislation surrounding equality and diversity and understand the responsibilities of the School.
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our school community.
- To promote mental health awareness and develop appropriate interventions where necessary.
- Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- Monitor the incidence of the use of homophobic, sexist and racist language by students
- To continuously review and revise the curriculum in KS3 and KS4, so that it represents a diverse culture and society and encourages tolerance and respect.

13. Monitoring Arrangements

The Headteacher and Governors will update the equality information we publish, described in sections 4-11 above, at least every year.

The objectives in this document will last for four years and will be reviewed by the Governors along with the Headteacher at least annually. (In section 12)