

The Whitby Secondary Partnership


Equality Information and Objectives Policy

Governance Status

This policy has been adopted by the Governing Body and will be reviewed annually.

Review dates	By Whom	Approval dates
June 2021	Staff and Governors	24 June 2021
September 2023	Staff and Governors	10 October 2023
October 2024	Staff and Governors	

Signed by the Chair:



Brian Crosby

Contents

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

1. Aims

Our Federation 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.

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 requires 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 Federation, 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 to the Heads of School.

Governors will meet with relevant staff regarding equality on a termly basis 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.

The Heads of School will:

- promote knowledge and understanding of the equality objectives among staff and pupils
- monitor success in achieving the objectives and report back to governors.

Staff will support the Heads of School in promoting knowledge and understanding of the equality objectives among staff and pupils, providing reports for the Head of School for review by the Governing Board, as required.

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 seeks to comply 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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Federation aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (eg, 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 (eg, enabling Muslim pupils to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (eg, encouraging all pupils to be involved in the full range of school clubs).

In fulfilling this aspect of the duty, the Federation 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, as appropriate
- make evidence available identifying improvements for specific groups (eg, 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 students.

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. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.

Encouraging and implementing initiatives to deal with tensions between different groups of students within the Federation.

7. Equality considerations in decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made.

The Federation considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, staff will consider whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls.

Trip leaders will keep a written record (known as an Equality Impact Assessment) of how equality issues have been actively considered in trips which will be recorded at the same time as the risk assessment when planning Federation 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

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination before the new academic year.

Why we have chosen this objective: to improve awareness among staff of what constitutes good equality among the workforce and ensure recruitment panel members do not act in a discriminatory way towards any groups through misconceptions.

To achieve this objective we plan to add Equalities training to the National College Watchlist Training website for staff and governors involved in recruitment.

We will include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms to help address the under-representation of people with disabilities in the school workforce so as not to deter any people with disabilities from applying for posts we have available.

9. Monitoring arrangements

This document will be reviewed by the Governing Board at least every 4 years.

10. Links with other policies

This document links to our Accessibility plan.