

DOVE HOUSE SCHOOL ACADEMY TRUST
Equality Information and Objectives Policy

Policy Title		Equality Information and Objectives Policy
Author / Reviewer		Acting Head of School /Governance Lead/Operations Manager/HR Officer
Trustee Committee		Board of Trustees
Signed by Debbie McLatch (Chair)		
Reviewed: May 2020	Approved: May 2020	Next Review: July 2021

1. Principles and Aims

Dove House School Academy Trust acknowledges that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

Our 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 (the Act)
- ❖ 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

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment

- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

This policy will put in place a range of actions to eliminate prejudice, victimisation and unlawful discrimination within the school community and workforce.

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the Board of Trustees
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, ensuring that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour and generally maintaining a good level of awareness of issues surrounding equality.

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 **Board of trustees** will:

- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- 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, and that they are reviewed and updated at least every four years

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher
- Attend appropriate equality and diversity training
- Ensure that the school's policies and procedures are developed and implemented with due regard to the Equality Act

The **Headteacher** will:

- Attend appropriate equality and diversity training
- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and continuing professional development
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy
- 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 and report it to the Board of trustees

All **staff** will:

- Keep up to date with equality legislation and its application by attending the appropriate training
- Promote equality and good relations, and not harass or discriminate in any way
- Be mindful of any incidents of harassment or bullying in the school
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher
- Identify and challenge bias and stereotyping within the curriculum and the school's culture

All **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 incidences of bullying or harassment, whether to themselves or to others, to a member of staff

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 trustees 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 each year

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 which are connected to a particular characteristic they have (e.g. pupils with particular needs, 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 clubs)

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 lifeskills lessons, but also activities in other curriculum areas and tutor time activities. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures and within World Studies, different beliefs will be investigated.

- Holding assemblies to highlight relevant issues.
- Working with our local community. This includes 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, restorative conversations are also held between any groups or individuals where the relationship breaks down between them.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations on groups whenever significant decisions are made.

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 particular needs or disabilities
- Has equivalent facilities for different genders

8. Equality objectives

In May 2020, the school identified the following priorities to work towards and will update the policy with their progress in July 2021:

Objective 1:

Ensure that the Board of Trustees, Senior Leadership Team (SLT) and all staff understand their obligations in relation to the Equality Act 2010.

Why we have chosen this objective:

- To eliminate discrimination, harassment and victimization
- To advance equality of opportunity
- To foster good relations across all characteristics

To achieve this objective, we plan to:

- Provide trustees with an Equality and Diversity training module delivered through the National Governors Association which will be completed by September 2020
- Provide the SLT with an Equality and Diversity training module which will be completed by September 2020, supplemented by a face to face training session outlining key areas of risk.
- Provide all staff with an Equality and Diversity training module which will be completed by September 2020

Progress we are making towards this objective:

To be updated in July 2021

Objective 2:

Increase the engagement of “hard to reach” pupils so they take part in extra-curricular clubs, activities and trips.

Why we have chosen this objective:

- To expose pupils to a wider range of activities which could enhance their social skills and encourage their independence
- To enable pupils to discover new activities which help them develop their individual interests
- To increase pupil confidence and self-esteem, leading to improved well-being

To achieve this objective, we plan to:

- Identify pupils who do not take part in extra-curricular clubs, activities and trips
- Work with our pupils and their parents/carers to understand the barriers that prevent pupils from taking part
- Consider the alternatives to our “core offering” of clubs, activities and trips which would seek to address any inequalities in pupils’ access to these.
- Monitor the uptake of extra-curricular opportunities, activities and trips amongst the identified group to evaluate improvement

Progress we are making towards this objective:

To be updated in July 2021

Objective 3:

Increase the participation of girls in lessons, so that we can see a gender gap reduction in pupil progress

Why we have chosen this objective:

- Progress data identifies that girls do not achieve quite as well as boys.
- OFSTED noted that occasionally girls appeared to take the “back seat” to boys
- To improve the confidence of girls to understand that their contribution is valued

To achieve this objective, we plan to:

- Hold a twilight session with teaching staff and learning support assistants to gain insight
- Review the materials and resources used by the school to ensure they discourage stereotypical views and depict men and women in roles equally
- Review how teachers and learning support staff interact with pupils in lessons.

- Look at the balance between genders in House Captain, Tutor and School Council Representative nominations.

Progress we are making towards this objective:

To be updated in July 2021

9. Monitoring arrangements

The school will update all published equality documentation annually and will publish its objectives at least every four years.

This policy will be reviewed and approved by the Board of Trustees annually