



# Rednock School

Quality, Partnership, Success

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Proposed Policy:	Equality Information and Objectives	Responsibility Of:	Deputy Headteacher
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## Rednock School Equality Information and Objectives

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### 1. Aims

Rednock 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

### 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](#).

### **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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst 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 amongst 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, 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 academic year.

The school has a designated member of staff for monitoring equality issues. 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 which are connected to a particular characteristic they have
- 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
- 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 data linked to discrimination in Rednock 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)
- Give students a wide variety of platforms and opportunities to raise concerns and issues that they think needs addressing
- Take opportunities both within the curriculum and tutoring programs to raise awareness of issues and introduce students to new experiences, opinions and cultures in a safe environment so that they can learn and question respectfully.

## **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 Philosophy and Ethics and Life Skills 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.
- Our pastoral system is based upon communities where peers from different year groups share tutor time to learn from each other.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We work with parents to promote knowledge and understanding of different cultures and also work alongside them to become as informed about their child's choices and needs as possible.

## **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 for 2023/24

Objectives	To achieve this objective we plan to:	Evidence we will use to demonstrate progress towards this objective.
<p><b>To provide a school environment that welcomes, protects and respects all members of its diverse community in line with our ethos of ‘Everybody Matters’.</b></p>	<ul style="list-style-type: none"> <li>- Make this central to the core school vision and ethos of the school</li> <li>- Deliver expectations through assemblies and community time and as part of the ‘I Matter’ curriculum</li> <li>- Ensure we have regular communication with parents/carers highlighting and signposting work that is central to this</li> <li>- Ensure that our knowledge of the importance of a trauma informed response is central to all of our relationship based workings.</li> <li>- Staff CPD</li> <li>- Eradicate the use of homophobic, sexist, racist and other discriminatory language within the school.</li> <li>- Use ‘My Profiles’ to support personalised teaching and learning relationships.</li> <li>- Give staff ample time to read, review and fully implement personalised support strategies identified by the SEND Team and external bodies.</li> <li>- Further develop a toolkit of CO challenge and support strategies</li> <li>- Review the Lifeskills Curriculum with regards to content, sequencing and delivery.</li> <li>- Using student and staff voice - Identify missed opportunities to educate the whole school community</li> </ul>	<ul style="list-style-type: none"> <li>- Updates from the SDP strands - Developing a positive school culture and teaching that is responsive and matched precisely to the needs of learners</li> <li>- Learning walks</li> <li>- Student, staff and parent voice</li> <li>- Behaviour data</li> <li>- Newsletters and parent/carer briefings</li> </ul>
<p><b>To continue to close the gaps in the key success indicators of attendance and</b></p>	<ul style="list-style-type: none"> <li>- Work in accordance with the actions identified within the pupil premium plan</li> </ul>	<ul style="list-style-type: none"> <li>- Progress data comparisons</li> <li>- Attendance data comparisons</li> <li>- Behaviour data comparisons</li> </ul>

<b>progress for disadvantaged students in our community.</b>	<ul style="list-style-type: none"> <li>- Review the effectiveness of the curriculum and learning provision for disadvantaged and SEND students</li> </ul>	
<b>To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas</b>	<ul style="list-style-type: none"> <li>- Review the accessibility plan alongside SENDCO and SEND governor</li> <li>- Work in accordance with the actions identified within the accessibility plan</li> <li>- Review the current academic curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of actions of the plan</li> </ul>

## **9. Monitoring arrangements**

The Headteacher or designated member of staff will update the equality information we publish at least every year.

This document will be reviewed and approved by the governing body at least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Relevant risk assessments

## Appendix A - Rednock School's Equality Impact Statement:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy / procedure has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

## Appendix B - Equality Impact Assessment (EIA) Template

The EIA will enable leaders to address three fundamental questions in undertaking any changes to the school provision e.g. enrichment activities/trips or school procedures, policies, rules:

### 1. Is there any direct discrimination?

*Direct discrimination is when you're treated differently and worse than someone else for certain reasons. The Equality Act says you've been treated less favourably. Direct discrimination can be because of: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation*

### 2. Is there any potential for indirect discrimination?

*Indirect discrimination is when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others. The Equality Act says it puts you at a particular disadvantage.*

### 3. What are the potential adverse impacts and how will they be mitigated?

<b>Activity/ Trip Details</b>	
<b>Name of Person conducting assessment</b>	
<b>Date of the assessment</b>	
<b>Name of Designated Equality Lead</b>	
<b>'Sign Off' Date of assessment</b>	
1. Will the proposed activity directly discriminate against a group of people?	
2. Will the proposed activity indirectly discriminate against a group of people?	
3. What actions need to be taken in response to your answers in Q1 to 2?	