

Equality Information and Objectives



Contents

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

1. Aims

Our Federation 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 Federation, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Yvette Ladds. They will:

- Regularly meet with the designated member of staff for equality and other relevant staff members, 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
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (SENCO at each school) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- 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 annually as part of the cycle of staff meeting updates.

Each school within our Federation has a designated member of staff for monitoring equality issues, and an equality link governor. 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 Federation 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. students with disabilities, or gay students 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 students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the Federation will:

- Where groups are large enough to not identify individual students, we will publish attainment data each academic year showing how students 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 students

6. Fostering good relations

The Federation 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, students 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
- 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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

Our Federation ensures it has due regard to equality considerations whenever significant decisions are made. We 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 students with disabilities
- Has equivalent facilities for boys and girls

We keep 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

Objective 1: Ensure that all students at schools within our Federation have the opportunity to learn about and celebrate diversity through trips and visits, themed days and events within and outwith the normal curriculum.

Why we have chosen this objective: Cumbria is not a particularly diverse place, so we need to ensure students have the opportunity to experience difference.

To achieve this objective we plan to: make diversity and equality a key part of our PHSE, Personal Development and subject curriculum plans.

Progress we are making towards this objective: New Personal Development SOW in place for Solway, well embedded at Beacon Hill. Days off curriculum to explore aspects of diversity planned at Solway, embedded at Beacon Hill. Continue with trips and visits schedule.

Objective 2: Reduce the incidents of the use of racist, sexist, homophobic or other derogatory language in our schools.

Why we have chosen this objective: to address the use of unacceptable language as well as educating students about these issues

To achieve this objective we plan to: use pastoral interventions as well as curriculum opportunities to educate students about these issues. Outcome will be a reduction in incidents involving unacceptable language.

Progress we are making towards this objective: Homophobic language is reducing around our schools, and we are successfully tackling racist language, seeing a reduction in incidents.

9. Monitoring arrangements

The governing board will update the equality information we publish, [described in sections 4-7 above], at least every year.


This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Approved by ¹	
Name:	RACHEL BLAIR
Position:	HEAD TEACHER
Signed:	
Date:	17.01.24
Review date ² :	17.01.25