



Over Hall Community School

"Be supported, feel supported – make a difference"

EQUALITY INFORMATION AND OBJECTIVES

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Review Cycle: Annual (Objectives set every 4 years)
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1. Aims

Our school 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 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 equality link Trustee will:

- Meet with the designated member of staff for equality every year 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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 teaching the Equality Act as part of their induction, and all staff receive refresher training as new material is released.

Alongside the Headteacher, the school's designated safeguarding lead is responsible for monitoring equality issues. They regularly liaise with the equality link Trustee regarding any issues and make senior leaders and other 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 that 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, the school will:

- Publish attainment data each academic year showing how minority groups in the school are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- 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 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 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. 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

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

8. Equality objectives 2023-2027

Each year, the school will review their specific equality objectives that are set every four years. The table below outlines these objectives and gives some detail about how they will be addressed.

Objective:	Achieved By:
To ensure that all children gain the knowledge to prepare them for the next stage of their learning and to leave school culturally sensitive, tolerant and respectful of difference.	<ul style="list-style-type: none"> • We will teach children about equality through The learning programme ‘One Decision’ alongside assemblies with the “No-Outsiders” theme. • Providing the highest standards of teaching and learning and SEND support. • We will use school data to identify underperformance of ethnic minority groups, SEND groups and gender groups. When underperformance occurs we will take action
To narrow the achievement gap for disadvantaged children; including children in care, looked after children and children who are or have been entitled to free school meals in the last 6 years.	<ul style="list-style-type: none"> • We will monitor the attainment and attendance of disadvantaged children and intervene with appropriate provision • We will use Pupil Premium funding to target early reading acquisition, 1:1 tuition where appropriate and small group maths and English intervention in Key Stage 2. The school will use research from the Education Endowment Fund to inform practice.
To help children to fulfil their potential by supporting families and focusing support on improving the lives of the most vulnerable children; including those who experience bullying and exclusion	<ul style="list-style-type: none"> • As a fully inclusive school we will invest in the highest quality staff and training to support our most vulnerable pupils. • We operate an open-door policy and work closely with children and families to ensure that bullying is dealt with swiftly. We teach the children about different categories of bullying and how to keep themselves safe through our PHSE lessons and child-friendly safeguarding policy.

	<ul style="list-style-type: none"> • As a school, we seek to minimise incidence of exclusion by working with the children and families. • We will work with partner primary schools in the locality to reduce the incidence of permanent exclusion by applying the Cheshire West Fair Access Protocol.
To improve the effectiveness and efficiency of the school workforce	<ul style="list-style-type: none"> • All applications are considered on merit; we particularly welcome applications from people currently under-represented in our school: ethnic minorities, men, LGBT+ and disabled candidates. • We will ensure our workforce enables us to deliver our priorities of achieving high standards, closing attainment gaps and an inclusive curriculum offer.

9. Monitoring arrangements

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

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

10. Links with other policies

This document must be read in conjunction with the following policies:

- Accessibility plan
- Risk assessment
- Complaints Policy
- Staff Handbook
- Relationships and Sex Education Policy
- SEN Policy
- Anti-bullying policy
- Behaviour Policy
- Attendance Policy