

Equality information and objectives

All Saints' Catholic Voluntary Academy



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1. Aims

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
- › 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](#).

This document also complies with our funding agreement and articles of association.

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 governor is the Chair of Governors who will:

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

The designated member of staff for equality (Assistant Headteacher for Personal Development) will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › 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 September (Hays Online – Equality and Diversity module)

The school 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 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 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:

- › 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 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. Pupils 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 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

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

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability each July, and report on this to HR at the OLOL Trust.

Why we have chosen this objective: **This will fulfil the School's commitment to the Diversity and Equality agenda. It will also act as an aide-memoire to ensure that all members of the local and wider community are fully represented. Students at All Saints' will benefit enormously from the exposure to colleagues who represent these aspects of the community.**

To achieve this objective, **we plan to: work in close liaison with senior HR colleague at the Trust in order to gather the salient data. The outcomes of which will be used to support with future planning.**

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: **This is to adhere to the Equality Act thus ensuring that there are no barriers or obstacles to the everyday operation of tasks or duties in the workplace.**

To achieve this objective, we plan to: **work in close liaison with the Director of Estates. The School will task into consideration any reasonable adjustments as highlighted in an OHU report,**

recommendations by the colleagues concerned, their respective line-manger or a representative form a Professional Association.

Progress we are making towards this objective: **This is an on-going process. The School currently carries out these functions in a quick and purposeful manner. Senior leaders seek advice from professionals in the Trust to ensure that all staff feel supported and are able to carry out their duties effectively.**

Objective 3

Increase the representation of teachers from local black and minority ethnic communities and Eastern European communities to ensure that there is some representation of these communities in the staff body.

Why we have chosen this objective: **It is important for students in Mansfield to witness the success of these members of our wider community. In spite of the adversity that they face on daily basis, they can overcome these barriers and enjoy a very successful and productive professional career in Schools**

To achieve this objective, we plan to: **To work in close liaison with HR to devise a communications strategy which will allow members of these communities to be made aware of any job opportunities which may arise. In addition, to provide resources to colleagues who have English as an Additional Language etc.**

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: **This objective works ‘hand in hand’ with the aforementioned objectives. It supports our mission to be an inclusive community as well as ensuring that we are compliant with all Equality legislation.**

To achieve this objective, we plan to: **To gain a thorough understanding of training packages available, ensuring that they are compliant and fit for purpose. To provide opportunities to these colleagues to access the training as well as quality assure their effectiveness.**

Progress we are making towards this objective: **This is a new objective; however, the school will work in close liaison with the Trust as the employer in order to ensure that this objective is met.**

9. Monitoring arrangements

The associated governor, assistant head teacher and head teacher will update the equality information we publish, at least every year.

This document will be reviewed by associated governor, assistant head teacher and head teacher at least every 4 years.

This document will be approved by associated governor, assistant head teacher and head teacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-radicalisation policy
- Behaviour Policy
- Anti-Racism policy
- RSE Policy