Equality Information and Objectives

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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
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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 among staff and pupils

- Monitor success in achieving the objectives and report back to governors
- Identify 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 during meetings (both teaching and support staff) and meetings of the full Board of Governors. 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 regular refresher training.

The school has a number of staff directly involved in supporting equality issues (SENDCO, ELSA coordinator, DSL and DDSLs). 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, those with gender identity, victims of stereotyping)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling adjustments to uniform for those with sensitivities, enabling those with disabilities to eat at different/more regular 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 enrichment 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 the data referenced above 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. EHCP pupils, boys/girls, EAL)
- 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, Sex and Relationship 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 – Online safety, Anti bullying, significant days of celebration across all beliefs and cultures

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies (weekly Open the Book), 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 extra- curricular clubs. We also work with parents to promote knowledge and understanding of different needs and background
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach particularly in relation to SEN.

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

Objective 1

To advance equality of opportunity in enrichment activities across 2026-2027.

Why we have chosen this objective: We believe that participation in activities which stretch beyond National Curriculum teaching and allow children to develop personal skills which will help them in later life

To achieve this objective we plan to: Audit participation in extracurricular clubs and target groups which are underrepresented. Adapt our Hampton ~~done~~Dene Discoverers curriculum to expand the number of life skills activities that all children participate in.

Objective 2

Ensure that all reasonable adjustment are made for all staff and pupils with hidden or diagnosed disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: The pandemic has impacted on all areas of life, some staff find it difficult to manage the demands of work and home in this Cost of living crisis. Not all pupils are school ready on entry and some pupils need significant adjustments in order to access learning and the full range of activities on offer in school.

To achieve this objective we plan to: Look favourably on all requests for flexible working from staff. Work with key adults to ensure that adjustments are made so that pupils can engage fully in classroom activities.

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by September 2027. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Recruitment is an essential activity carried out in school. We want to ensure that this process reflects the inclusive nature of our school.

To achieve this objective we plan to: Access training for key staff: Headteacher, Deputy Headteacher, SENDCo and Chair of Governors

9. Monitoring arrangements

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

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

This document will be approved by the Governing Body in Spring 2027.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND and Inclusion
- Behaviour
- Hampton Dene Discoverers, our bespoke curriculum
- Curriculum policies as they are reviewed