



Equality and Diversity Policy and Objectives

Alwyn Infant School and Courthouse Junior School

Approved by: The Governing Board

Review date: May 2024

Last reviewed on: Summer 2022

Next review due by: Summer 2026

Aims

Our schools aim to meet their 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

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](#).

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 executive headteacher

The Equality Link Governor

- 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 executive 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.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. For example, neuro diversity training through the Umbrella Project and training with the Educational Psychologist.

The school has a designated member of staff for monitoring equality issues. All staff have an awareness to identify alert leaders and act on any form of discrimination or opportunities to further our work and provision for a diverse environment.

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 schools will:

- Publish attainment data each academic year showing how pupils 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 of incidents of racism, declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The schools aim 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
- 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

Equality considerations in decision-making

The schools ensure they have due regard to equality considerations whenever significant decisions are made.

The schools 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 pupils with disabilities
- Has equivalent facilities for boys and girls

Equality objectives

Objective 1 (linked to our strategic priority of *Looking after our community*)

To ensure equality of opportunity for all pupils, staff and families receiving services from the school, irrespective of gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Objective 2 (linked to our strategic priority of *Every child, every day*)

To embed teaching practices that avoid labelling and to move beyond deterministic notions of fixed ability.

Objective 3 (linked to our strategic priority of *Every child, every day*)

To narrow any gap between children with SEND and / or who are disadvantaged in any way and their peers' attainment in reading, writing and maths.

Objective 4 (linked to our strategic priority of *A calm and purposeful environment*)

To eradicate mean and bullying behavior and promote understanding in relation to the protected characteristics listed in the Equality Act 2010.

Objective 5 (linked to our strategic priority of *Looking after our community*)

To promote cultural development and understanding through a rich range of experiences, both within and beyond school.