

Our Equality Objectives



Setting Equality Objectives is a requirement for all schools (and other public bodies) as part of the Equality Act 2010. The attached proforma is consistent with the current guidance for schools published by the DfE in May 2014 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This guidance makes clear that Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. Objectives are not intended to be burdensome or a ‘tick box’ exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should set as many objectives as it believes are appropriate to its size and circumstances; **the objectives should fit the school’s needs and should be achievable.**

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Date for review: December 2021

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Legal Requirements

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics - disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools- such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

Introduction

Deciding on and meeting our Equality Objectives will require ownership by Governors, senior leaders, all staff, the school community and learners.

This document is to help us focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our services are accessible and delivered effectively.

We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors' role, school improvement processes and our self evaluation processes.

Our Vision and Aims for Equality and Diversity

The Greetland Academy is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

In fulfilling our legal obligations and establishing our school ethos the Academy will be guided by the following principles:

- Creating inclusive cultures
- Producing inclusive policies
- Evolving inclusive practices

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school are from diverse groups. We believe that this provides good role models for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people: from all ethnic backgrounds and of all religions or beliefs; of all ages; of all genders and sexual orientations and of all abilities.

Our school context:

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- Our pupil/student population (at May 2017): We have 420 pupils, 205 Boys & 215 girls, 94.05% are white british with 5.95% of pupils from other ethnic backgrounds. 3 children have a statement of special educational need and 1 child has mobility problems.
- Our staff (at May 17) We have 68 members of staff, 60 females and 8 males. 98.53% of staff are white british, 1.47% are from other ethnic backgrounds. We have no disabled staff. The majority of staff are Christian, with 1 member of staff who is Buddhist. We have one member of staff over 65.
- Our Governing Body (at May 17) We have 10 members of the governing body 4 females and 6 males. 90% are white british and 10% from other ethnic backgrounds. Data of religious beliefs and age has not been collected at the present time.

Roles and responsibilities, commitment and accountability

We will mainstream equality issues by:

- Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objective

Race

We recognise that Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations;

- We keep accurate records of all our staff and student backgrounds with an annual update. This information is analysed in termly census material.
- Racist incident monitoring forms are completed termly and sent to the local authority. All recent returns have been nil returns and therefore no action has been required.
- Half-termly tracking of pupil achievement with intervention work set for pupil not attaining at their expected level.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Disability

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

- We keep accurate records of all our staff and student disability/SEN information.
- We have a dedicated SENCo/Inclusion Manager who monitors the needs of all individuals with regular review meetings involving outside agencies.
- At the present time we have one child with a specific disability which has required the remodelling of a student toilet block, a dedicated disabled toilet/hygiene room, and storage space for equipment.
- Mobile ramps have now been replaced with permanent disability access ramps to various entrances to the site.
- Staff have up to date moving and handling training renewed on a rolling programme.
- Plans are now underway for ensuring all areas of the curriculum are inclusive including sports days, swimming lessons and educational visits, both non residential and residential.
- This is one of our key objectives for the academic year 17/18.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Gender

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

- We keep accurate records of all our staff and students gender with an annual update. This information is analysed in termly census material.
- Attainment of girls and boys is tracked specifically and any significant differences are addressed and targets set. At the present time there are no specific gender gaps.
- Year 2 and Year 6 statutory results are published as girls/boys.
- There is no differentiation for gender in staff pay.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Religion and Belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life

- We keep accurate records of all our staff and student religious beliefs with an annual update. This information is analysed in termly census material.
- A list of all pupils with a particular religion is circulated around class teachers, together with a list of 'special days' in order to ensure that these occasions are discussed in class and celebrated appropriately. We embrace global learning and British Values throughout the school and this is reflected in our school planning and curriculum maps.
- We take account of dietary needs and religious beliefs around food and try, wherever possible, to ensure we provide for all requirements not just at lunchtimes but around PTA events/school trips etc.
- This is one of our key objectives for the academic year 2017/18.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum

- At the present time we do not gather information on pupils/staff sexuality.
- We have not had any instances of homophobic bullying and abuse
- Sexuality and gender identify issues are included within the curriculum and specific resources have been purchased and made available to all pupils.
- We are a dedicated parent support worker who is fully trained to work with pupils and their families.
- This is one of our key objectives for the academic year 2017/18.

We will publish our progress annually as part of our review of the School's Equality Objective

Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

- Pupils at the school are generally taught in their specific age group, however, we have a number of children that are very late 'summer born' pupils and we have found that this does impact on both their learning ability and maturity. Assessment data clearly shows a number of pupils who do not achieve as well as their peers if they are born in July/August. In some cases children have been put in a different class to accommodate this. This has proved very successful and prevented any peer pressure.
- We have at the present time and in the past continued to employ staff who are in their late 60's or 70's who wish to continue to work. An annual meeting is held to ensure both parties are happy to continue and this has proved very successful.
- We have at the present time and in the past had several very experienced governors who have continued to govern the school into their 70's. Again this has been a very successful alliance.
- We have dedicated health and well being co-ordinators at all our school sites.
- **This is one of our key objectives for the academic year 2017/18.**

NB Age is not a protected characteristic in relation to children in schools

Anti-bullying

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required

- Staff receive regular training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.
- Bullying incidents are recorded and where appropriate reported to the local authority on an AC04 form.

Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

- The school has a robust recruitment and selection policy and seeks professional advice from its HR department in all areas of staff recruitment, development, performance and in particular safeguarding.

Due Regard

Under the legislation we are required to pay *due regard* to equalities when planning and implementing policies, functions or procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

Policies and practices used to impact assess our equality scheme are included in:

- School Improvement/Development plan
- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- Uniform
- Health and Well Being
- Discipline
- Sports
- Careers/work experience
- Anti-bullying, harassment and Discriminatory policy
- Domestic violence and pastoral support
- Safeguarding
- School trips

Consultation

- The Governing Body have been consulted on our race, gender and disability objectives as well as sexual orientation, religion & belief and age.
- No barriers have been highlighted in the previous twelve months.
- Expert advice from occupational health professionals and educational psychologists has been taken.
- No language or communications barriers have been identified.
- Working relationships between the school and disabled pupils, staff and parents is good.
- Staff members have attended ward forum meetings and local community groups to ensure there are no difficulties in the community.
- Equalities monitoring information, pupil attainment, parent questionnaires, pupil and family discussions and annual data have informed the development of our objectives.

The extent of consultation should be appropriate to the size, remit and resources that are available. The focus of the consultation must be on equality and the consultation process must give adequate attention to the needs of equality groups. Questions should be asked in such a way as to bring out any potential differences in views between different equality target groups.

You should take into account the preferred means of communication for those whom they are consulting. The school will need to ensure it involves a range of people with disabilities and hears a range of views. You may need to set priorities that will help to improve the involvement of people with disabilities.

Equality Objectives Summary

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. You may want to keep this as a simply written document for a page on your website. Parents and others can then click through to the detail if required

In making your final selection of priorities make sure you have:

- We have considered all areas of the general duty in relation to race, gender, disability, religion or belief and sexual orientation and have identified the following priorities for 2017/18:
 1. Disability: continue to review regularly and make adaptations to the physical make-up of the building as well as ensuring a fully inclusive curriculum is available at all times.
 2. Religion and Belief - ensuring that celebrations and an understanding of all pupils faiths are embraced and shared.
 3. Sexual orientation and Gender identity - to ensure that these are included in the curriculum and appropriate resources and advice is available to all.
 4. Age - To ensure that all pupils work is differentiated appropriately and that there is no peer pressure. To ensure that there are no age limitations to employees providing they are able to fulfil their full duties.
 5. In addition to the areas above a further priority is the current underlying inequalities between children eligible for pupil premium and their peers by ensuring funding reaches the pupils who need it most to tackle disadvantages by administering the pupil premium funding in the most appropriate way.

Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

- The governing body will ensure that the school meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions
- The governing body will monitor the delivery of the Schools Equality Objectives
- The governing body will ensure that all members of staff understand the importance of the objectives and their role in delivering them through training and staff development

Contracting and Procurement

- The school will ensure equality requirements within the contracts for services procured by the school are met by following the schools procurement policy.
- The school will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

Actions

- Each of our equality objectives will be implemented as set out above.
- Monitoring of the objectives will take place by the Senior Management Team and will be reviewed regularly to monitor impact and set future objectives.
- The Senior Management Team will report to the Governing Body who will check progress.

Reporting and reviewing the objectives

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

- Objectives will be reported to the Governing Body on an annual basis alongside performance criteria and indicators of future objectives.

Publication

The School's Equality Objectives are published and are available to all on our website

The school's equality objectives will be published on the school website.

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.