

Equality Policy & Objectives



Name of Owner: Ruth Cranmer

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Date of next review: Sept 2028

**Requires approval
by Governing Body:** Yes

Overview

This policy explains how our school aims to meet its obligations under the public sector equality.

This policy is shared and signed by all the staff at Southgate School and shared on the school's website for all parents and carers to view. If you have any questions in relation to this policy, please email office@southgateschool.co.uk

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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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.](#)

3. Roles and responsibilities

The governing body 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, and that they are reviewed and updated at least once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

There are named members of the governing Body who are responsible for Equality, Diversity & Inclusion. They will:

- Meet with the leader overseeing Equality every 6 months, 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 body 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 leader for Equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every 6 months 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 year.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any 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 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
- 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 our Identity & Wellbeing Curriculum, which includes RE, citizenship and Relationship, Sex and Health Education (RSHE), and 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 on relevant and current issues.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. We give all pupils a voice through their class council and our school council has representatives from class

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 policy, risk assessment when planning school trips and or other 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, 2024-2028

Objective 1: Continue to identify, tackle, reduce, and eliminate all types of discriminatory behaviour and promote Equality, Diversity & Inclusion.

Why we have chosen this objective: The pupils at Southgate School have a range of complex needs and varying ability to regulate their emotions and behaviours. On rare occasions, pupils use discriminatory language or display discriminatory behaviour. This is not accepted and is always challenged.

To achieve this objective, we plan to: Staff record all incidents of discriminatory behaviour and put personalised interventions in place to understand the needs of the pupil and how to reduce and eliminate this behaviour. We make it clear to all stakeholders that this behaviour is not acceptable, whilst recognising that changing behaviour takes time and therefore additional support will need to be implemented throughout this process to support staff, pupils and families involved. We provide opportunities for pupils to explore and celebrate equality, diversity and inclusion through P4C (Philosophy 4 Children), SMSC (Social, Moral, Spiritual & Cultural), in assemblies and daily class reflection and across our curriculum.

Objective 2: Ensure that equality of opportunity is given due regard across all wider aspects of school e.g. trips and residential, enrichment opportunities.

Why we have chosen this objective: To ensure that equality of opportunity is considered and acted upon across all wider school activities.

To achieve this objective, we plan to: Ensure Equality Impact Assessments are in place for all relevant risk assessments, policies and plans. Monitor the equality of opportunity for pupils who share protected characteristics and seek the views of pupils and their families about how to overcome barriers when they are identified. A

tracker is being developed to monitor pupil access to all wider curriculum experiences so ensure that all pupils are able to participate in a range of opportunities. The Leader for Personal Development works closely with Outdoors and Enrichment staff to research and develop a wider range of inclusive experiences in order to remove barriers for any pupils. Access to swimming lessons has increased to include all year groups (rather than just Key Stage 2 pupil).

Objective 3: Gather experiences, data and evidence from staff who share protected characteristics to better inform decision making processes and ensure that equality of opportunity is given due regard.

Why we have chosen this objective: To ensure the equality of opportunity for staff who share protected characteristics and to give these staff a voice during decision making processes.

To achieve this objective, we plan to: Monitor data about recruitment, retention, and performance to identify any issues relating to equality of opportunity. Use staff voice to elicit their experiences and identify any actions that need to be taken. Provide open channels of communication for staff to share their concerns. EDI working groups (focused on different aspects of school life) to be developed allowing staff to share their voice and experiences and help shape the way school approaches the promotion of EDI.

Objective 4: Gather evidence of strengths of the school and identify areas for development for our SMSC offer in order to acquire The Young Citizens SMSC Quality Award and sustain the developments made.

Why we have chosen this objective: The SMSC Quality Award provides the school with a detailed list of criteria on how to promote Inclusion, SMSC, Fundamental British Values, Equality and Diversity. By working with all stake holders to explore what we already do as a school and how we can improve further we have a framework to support us in promoting these areas. The journey towards being assessed for this award provides us with clear objectives on how to improve and

success criteria to measure our progress. We will then work to sustain and continually refine our offer.

To achieve this objective, we plan to: Work through the 82 standards with all stakeholders, identifying areas for development and actioning these over the next academic year. (See SDP & SMSC action plan).

9. Monitoring arrangements

Senior Leaders will update the equality information we publish, at least every year and include progress made throughout the year towards the Equality Objectives.

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by Chair of Governors.