



# Kennel Lane School

## Equality Information and Objectives Policy

Note – This policy should be read in conjunction with the school's Accessibility Plan.

<b>Approved by:</b>	The Headteacher & The Full Governing Body	<b>Date:</b> 18 <sup>th</sup> November 2021
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Kennel Lane School is an inclusive school where we believe that true equality means making the relevant reasonable adjustments.

For our school, making reasonable adjustments is the best way of ensuring equality of opportunity. It does not mean that one person gets special treatment at the expense of another but it is about ensuring that each individual is given a fair chance to achieve his or her potential and barriers to doing this are removed. It means treating everyone equally on their own merits and not treating anyone unfairly because of their difference.

- We value all of our learners, and other members of the school and wider community equally regardless of their specific characteristics.
- We believe that diversity is an asset and we recognise, respect and value difference. We take difference into account and seek to remove barriers that it may present.
- We foster positive attitudes and relationships between groups and communities different from each other
- We encourage a shared sense of cohesion and belonging within the school and the wider community
- We ensure good equalities practices for our staff
- We have the highest expectations for our learners, working to raise standards for all and taking particular care of the needs of the most vulnerable.

## **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 board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to colleagues, learners and carers 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 Full Governing Body will:

- Meet with the Headteacher and the designated member of the school team for equality annually, 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
- The Clerk to the Governing Body will record any issues arising within the relevant meeting's minutes

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst colleagues and learners
- Monitor success in achieving the objectives and report back to governors

The designated member of the school team for equality is the school's HR & School Business Manager.

The designated member of the school team for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst colleagues and learners
- Meet with the Full Governing Body annually 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.

Colleagues 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 colleagues receive training on the Equality Act as part of their induction, and all colleagues receive refresher training annually, for example, on our Code of Conduct.

The school has a designated member of the school team responsible for monitoring equality issues, and the Full Governing Body. They regularly liaise, at least annually, 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. learners with disabilities, or gay learners 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will, where applicable:

- Publish attainment data each academic year showing how learners 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 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 learners

#### **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, through Citizenship and Relationships, Sex, Health, Education (RSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, where appropriate, learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Learners 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
- Encouraging and implementing initiatives to deal with tensions between different groups of learners or individuals within the school. For example, our school council has representatives from different year groups and is formed of learners from a range of backgrounds/needs. All learners

are encouraged to participate in the school's activities, such as lunch clubs. We also work with carers and 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 learners with various disabilities
- Has equivalent facilities for boys and girls

Where appropriate, 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 colleague organising the activity and is stored electronically with the completed risk assessment.

## **8. Equality objectives**

Our four current Equality Objectives are;

1. To communicate effectively with parents and carers who have English as an additional language.
2. To ensure the school environment is modified to make it more accessible.
3. To have a clearly mapped school website which is easily accessible.
4. To ensure that the clothing our young people wear to school is appropriate and prepares them for the future.

## **9. Monitoring arrangements**

The Headteacher and Full Governing Body will review and/or update the equality information we publish (described in sections 4-7 above), at least every year.

This document will be reviewed by the Headteacher and Full Governing Body at least every 4 years.  
This document will be approved by The Headteacher and Full Governing Body.

## **10. Links with other policies and documentation**

This document links to the following policies and documentation:

- Accessibility Plan
- Detailed Accessibility Plan Objectives and Equality Objectives
- Risk assessment
- Fair Treatment Policy
- Code of Conduct