



# EQUALITY INFORMATION AND OBJECTIVES POLICY

July 2022

<b>REVIEW DATE:</b>	July 2023	
<b>SIGNED OFF BY:</b>	C Elliott	D Johnson
<b>ROLE:</b>	Headteacher	Chair of Governor
<b>LEAD PROFESSIONAL:</b>	K Shepherd	C Elliott
<b>STATUS:</b>	Statutory	

# Sandal Magna Equality Information and Objectives Policy

## Sandal Magna Community Academy

### Aims

The academy 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.

### 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.

This document also complies with the Funding Agreements and Articles of Association

### Links with Other Enhance Policies

- Enhance Child Protection & Safeguarding;
- Enhance Intimate Care;
- Enhance Positive Handling (RPI);
- Enhance Anti-Bullying; Enhance Behaviour;
- Enhance Health and Safety;
- Enhance Inclusion policy;
- Code of Conduct for staff;
- Enhance E-Safety and ICT acceptable use;
- Admission policy;
- Whistleblowing policy.
- Special Educational Needs policy.

## Roles and Responsibilities

### The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and children;
- Within the Head teacher's Report to governors raise and discuss any issues;
- Identify any staff training needs, and deliver training as necessary. All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in equality objectives below.

## Eliminating Discrimination

- The academy is aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.
- Where relevant, their 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 September.

## Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the academy 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. children with disabilities, or gay children who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling children to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities.

### In fulfilling this aspect of the duty, the Academy will:

- Publish attainment data each academic year showing how children 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 the children.

## Fostering Good Relations

Sandal Magna Community Academy will 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 the curriculum. This includes teaching in RE, citizenship and Relationships and Health Education (RHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, children will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working within the local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community;

## Equality information & Objectives

- Encouraging and implementing initiatives to deal with tensions between different groups of children within the Academy. For example, each Academy has a pupil voice with representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the Academy's activities, such as sports clubs.

## Equality Considerations in Decision-Making

- Ensure it has due regard to equality considerations whenever significant decisions are made;
- Considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:
  - Cuts across any religious holidays;
  - Is accessible to children with disabilities;
  - Has equivalent facilities for boys and girls.
- Keeps a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked the relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## Monitoring Arrangements

The Headteacher and LGBs will update the equality information they publish, at least every year. This document will be reviewed and approved by our LGB at least every year.

## Objectives and Equality Information

Sandal Magna Community Academy formulates and publish specific and measurable objectives, based on the evidence they have collected. The objectives identified take into account national and local priorities and issues as appropriate. The Academy continually reviews their equality objectives and report annually on progress towards achieving them.

See Appendix A for an example of how Sandal Magna Community Academy can approach this.

## Staff Development and Training:

All staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## Appendix A: A suggested framework for publishing information and objectives

### Sandal Magna Community Academy

### Equality Information and Objectives - Information for school website

### Public Sector Equality Duty (Updated September 2021)

### Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Sandal Magna Community Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

## **Equality Information**

Number of pupils on roll at the school: 209

Age of pupils: 3 to 11

## **Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

## **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Other vulnerable groups

<b>Race/Ethnicity</b>	<b>%</b>
Pakistani	47%
Khurdish	4%
Other mixed background	2%
Iraqi	2%
Traveller	1%
Eastern European	21%
White British	12%
Black African	9%
Afghan	1%
Indian	1%

**Gender:** 47% male, 53% female

**Pupils eligible for Free School Meals (FSM):** 20%

**Pupils eligible for Pupil Premium Finding – Disadvantage group:** 30%

**Pupils with Special Educational Needs (SEN):** 25%

**Pupils with English as an Additional Language (EAL):** 88%

**Looked after children:** 2%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Sandal Magna. 'Due

regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

### **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that Sandal Magna Community Academy is seen as a community school within our local community



- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

## **Equality Objectives**

At Sandal Magna Community Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

**Objective 1:** To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

**Objective 2:** To raise levels of attainment in core subjects for vulnerable learners.

**Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.