


Equality Information and Objectives (2019-2023)

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for review	Local Governing Body (LGB)
Date reviewed	15 October 2019
Review cycle	Four years. Next review: Autumn 2023 Information updated annually: Autumn 2022
Linked Policies	Accessibility Plan, Risk Assessment
Signature:	 Chair of Governors Date 15.10.2019

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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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The local 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, 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 Executive Headteacher and Heads of School



The Equality & Diversity link governor is Gary Burnett. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the local full governing body regarding any issues

The Executive Headteacher and Heads of School will:

- Promote knowledge and understanding of the equality objectives amongst 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 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 September.

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 (e.g. pupils with disabilities)
- 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 clubs)

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 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



- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as clubs and sports teams. We also work with 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 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 risk assessment when planning school trips and 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 –

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2020, and report on this to the pay and performance committee of the governing board.*

Why we have chosen this objective: Current staff profile demonstrates under representation of certain groups.

To achieve this objective, we plan to: Collate data relating to staff characteristics. Analyse recruitment process to identify any barriers to wider recruitment.

Progress we are making towards this objective: Information collated and presented to discussion group. July 2020. Recruitment process evaluated and established that the process itself is inclusive of all groups of potential applicants.

Action: Consider providing adapted documentation if required at point of application.

Objective 2: *To ensure that all staff with disabilities are having reviews at least annually, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: To avoid any member of staff being put at a disadvantage compared to non-disabled people in the workplace. To remove or reduce any perceived disadvantage.

To achieve this objective we plan to: To review plan for all staff with disability by December 2019. To hold annual review meetings.

Progress we are making towards this objective: Reviewed July 2022. All staff with known disability met with HT to discuss reasonable adjustments already in place and those that could be added in the future to ensure all disadvantages are eliminated. HT now meets with identified staff whenever there are changes to their circumstances. All identified staff have a PEEP (Personal Emergency Evacuation Plan) in place as well as a risk assessment.

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of the next academic year (2023). Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. Ensure that this training is repeated at least every 2 years.*

Why we have chosen this objective: To ensure all recruitment rounds are free from any form of discrimination.



To achieve this objective we plan to: Ensure EHT, HoS and School Bursars have attended appropriate training.

Progress we are making towards this objective:

Objective 4

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts (where images are possible) and information packs by January 2023, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: To encourage those with disabilities To consider applying for roles across our schools.



To achieve this objective, we plan to: Include the logo on all recruitment material and ensure all recruitment staff are aware of the significance.

Progress we are making towards this objective: Completed. January 2023

9. Monitoring arrangements

The Solent Schools' Executive Headteacher will update the equality information we publish (described in sections 4-7 above) at least every year.

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

This document will be approved by The Solent Schools Full Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

