



# Elemore Hall School

<b>Policy Title</b>	<b>Equality information and objectives</b>
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<b>Approved by</b>	<b><i>Draft</i></b>
<b>To be reviewed by</b>	<b>Curriculum, Standards and ECM Committee</b>
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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

The equality link governor is Derek Sayer. They will:

- Meet with the designated member of staff for equality (Michael Hunter – Deputy Head) every term 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 member of staff 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 term 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 annually.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils 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 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 societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Publish data demonstrating pupil access to and participation in the full range of experiences and activities that the school offers
- 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 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.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies.
- As part of the Culture programme we will provide opportunities for educational visits to relevant places, we will also invite external speakers to contribute
- 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 sports clubs. 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

***Protected Characteristics.** The Equality Act covers the same groups that were **protected** by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are now called **'protected characteristics'**.*

## 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:** Ensure that all staff are familiar with policies and procedures relating to Equality.

Why we have chosen this objective: It is important that all staff have a common understanding of what equality means and their role in promoting equality.

To achieve this objective we plan to: Direct staff to read and be familiar with key policies that are easily accessible throughout school. To deliver INSET on key elements throughout the year.

Progress we are making towards this objective: All policies available on the internal computer network, staff training on some relevant policies, Equality Information and Objectives displayed in the Staff Room and published on the Website.

**Objective 2:** Promote equality as a subject amongst the pupil group

Why we have chosen this objective: It is important that pupils develop a deeper, positive understanding of the world around them including the diversity of people who make up the community and the wider world.

To achieve this objective we plan to: Build opportunities for developing understanding into Culture sessions, including visits out and visitors into school. Promote equality and understanding through Theme for the Week topics.

Progress we are making towards this objective: Culture Programme being re-written to include more opportunities. Theme for the week looking at key areas. Marra Week contributing towards acceptance.

**Objective 3:** To improve the way that the school records behaviours that do not reflect the respect and tolerance for difference that we, as a school, want to promote.

Why we have chosen this objective: We need to be able to keep a record of how and where disrespect or intolerance are occurring so that we can better plan proactive interventions and also hopefully demonstrate improvements over time.

To achieve this objective we plan to: Include relevant sections for recording in the Sleuth system.

Progress we are making towards this objective: Sleuth system set up – recording on-going

**Objective 4:** Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: It is important if we are promoting equal opportunities and non-discrimination, that this is done throughout the school. Better trained interview panels will support equal opportunities and non-discrimination from the outset.

To achieve this objective we plan to: Involve Governors in Equal Opportunities training

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed the Curriculum, Standards and ECM Committee of the Governing Body at least every 4 years.

This document will be approved by the Full Governing Body.

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

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy
- Positive Management of Behaviour Policy
- Safeguarding Policies

## EQUALITY DATA FOR 2020-21

<b>STAFF</b>	
Age	20 years – 30 years = 13 31 years – 49 years = 23 50 years + = 22
Gender	58 in total - 27 males and 31 females
Salaries	Males and females are paid equally for doing similar work, all staff are paid according to the Teachers Pay and conditions or on the Local Authority Scale for Non-teaching staff related to Job Evaluation criteria.
Promoted Posts/Leadership	11 members of staff have a leadership role in school - 6 males and 5 females
Part-time	Requests for part-time work are considered. There are currently two part-time LSAs who have requested a change from full time and one part time LSA who was recruited as part time. There is one part-time teacher who requested a reduction in hours and a part time teacher who was recruited as such. There are kitchen and domestic staff who work part time hours based upon a combination of school and employee requirements.
Disability	As a school we will try to make all reasonable adjustments to enable any member of staff, who has a disability, to perform their job properly. We currently facilitate this for one member of staff.

<b>PUPILS</b>	
Age	11-16 years old
Gender	83 boys and 3 girls (this is typical of the referral pattern to the school)
Ethnicity	2 pupils are other than White British
Religion	One pupil's family identify as Muslin, the school does not routinely collect information about a pupil's preferred religion unless it is offered by the family or pupil themselves.  The school will make available a place for prayer or contemplation and will sympathetically review any requests for authorized absence linked to religious festivals or observance.
SEND	All pupils have an EHCP relating to SEMH. All pupils have been referred to the school by Durham Local Authority
FSM	The school makes no charge for meals for any pupil
Pupil Premium	69 pupils are eligible for Standard Pupil Premium Funding 0 pupil is eligible as a Service Child 7 pupils are LAC
EAL	None

Gender Re-assignment	None
Attainment Inc. Sub-groups and achievement	<p>All pupils are entered for a range of examination courses with varying degrees of success. A limited number of pupils in some subjects achieved the grade predicted by FFT. However many pupils achieved five or more GCSEs or equivalent with some pupils achieving 11.</p> <p>There is no identifiable difference between those Pupils who attracted Pupil Premium and those who didn't.</p>
Curriculum	All pupils have access to a broad, balanced curriculum. There are no subject options. All pupils have the same opportunity to take examinations.
24 hour curriculum	<p>All pupils have the opportunity to engage in after school and evening activities. All pupils have the opportunity to take part in enrichment activities and curriculum visits during the school day.</p> <p>Due to the extremely small proportion of girls, currently only boys are resident. Provision for girls has been discussed but there has been no interest in recent years.</p>
Destinations	Pupils leaving the school at the end of Y11 usually go to one of the local colleges nearer to their home address to continue their education. Occasionally a pupil will join a training provider instead of college.