

Equality information and objectives

The Chantry School



DRAFT FOR FGB MARCH 2022

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

The Chantry School in its mission statement reflects the culture we seek to develop and the values we seek to instil in young people, for example *Education that ensures a high regard for and a compassionate understanding of others people’s views, cultures, backgrounds and faiths*. This policy specifically represents the response of the Governing Body to its duty to promote equality within the context of the mission statement.

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](#).

The Chantry School will ensure it does not unlawfully discriminate against its students, prospective students, staff, job applicants, or parents / carers in the performance of its duties or in applying its policies and practices.

Unlawful Discrimination involves treating someone less (or more) favourably than a “comparator”. Harassment (which is a form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation involves treating a person less favourably because of a previous complaint or incident.

We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services.
- Harassment
- Victimisation

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

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 staff, pupils 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 equality link governor is Marie Tucker. They will:

- › Meet with the designated member of staff for equality twice per year, 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 full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among 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 among staff and pupils
- › Meet with the equality link governor twice per year 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 7.

4. The General and Public Sector Equality Duties

The Equality Act 2010 introduced a single equality duty for all public bodies, including schools. This Duty replaced previous Equality Duties and applies in respect of all Protected Characteristics – age, sex, sexual orientation, marriage, gender reassignment, race, disability, pregnancy and maternity, religion or belief. The

Equality Duty has three aims. It states that the school will, in the discharge of its functions, have due regard to the need to:

A) Eliminate 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 will receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor.

B) Advance 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
- 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

C) Foster 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 promote interactions 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

5. 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.

6. Equality objectives

As part of the Public Sector Equality Duty (PSED) public bodies must set and publish equality objectives. How the school fully meets the PSED is documented in our Equality Policy. The objectives that the school has currently set are:

1. Ensure the actions of all adults support closing gaps in attainment and achievement. The annual School improvement Plan will identify actions towards this for particular groups of students; especially students eligible for pupil premium support, students with SEND, looked after children and with a particular whole school focus on boys.
2. Promote and monitor the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities and those eligible for pupil premium support.
3. Promote cultural understanding, British Values and tolerance of different religious beliefs within our school community and wider society.
4. Continue to ensure accessibility across the school for all pupils, staff and visitors with disabilities or who have a specific protected characteristic, including access to specialist teaching areas.
5. Endeavour to ensure diversity in the staff body and in leadership roles.
6. Inform, educate and maintain a zero tolerance approach about the use of prejudice based language (including but not limited to) the use of racist, homophobic, transphobic and sexist language by students.
7. Review relevant school policies to ensure they clearly reflect the aim of inclusivity and diversity.

7. Monitoring arrangements

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

This document will be reviewed by headteacher at least every 3 years.

This document will be approved by Full Governing Body.

8. Links with other policies

This document links to the following policies:

- Accessibility plan
- Attendance Policy
- Behaviour Policy
- Diversity Plan
- Pupils with Medical Needs Policy
- Recruitment Procedures
- School Development Plan
- SEND Policy
- Teaching and Learning Charter
- Whistle Blowing Policy