

EQUALITY INFORMATION AND OBJECTIVES

Approved by Full Governing Body on	October 2023
Next review date:	September 2024
Signed by Chair of Governors:	

Extract from [The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities](#), published May 2014

Equality objectives

5.26 Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. Objectives are not intended to be burdensome or a ‘tick box’ exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school’s needs and should be achievable.

5.27 Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.

5.28 Equality objectives may arise from analysis schools have carried out on their published data or other information, where they have identified an area where there is potential for improvement on equalities, or they may - for example - be set in anticipation of a change in local circumstances. Some examples might be:

- to increase participation by black pupils in after school activities;
- to narrow the gap in performance of disabled pupils;
- to reduce exclusion rates for black boys;
- to increase understanding between religious groups;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group, such as traveller children.

5.29 Publication of information in future years should include evidence of the steps being taken and progress made towards meeting the equality objectives that the school has already set itself.

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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 governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students 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 Tim Puddefoot. He 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 he is 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The designated member of staff for equality is Sangeeta Dixon. She 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.

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, or gay students 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 students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students 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 students 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 students

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. Students 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 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

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:

- Is accessible to students with disabilities
- Has equivalent facilities for all genders

8. Equality objectives

The school's ethos and values are centred around the concepts of opportunity and community. These continue to be reinforced through everyday practices.

Objective 1

Increase awareness of the 9 protected characteristics to help everyone to understand that all people are equal.

Why we have chosen this objective:

We are a rural community with a small proportion of staff and students from different backgrounds, of different faiths, speaking different mother tongues, and aligning to different genders and sexualities. In addition, the twin events of Covid-19 and Brexit mean that opportunities for students to experience life beyond their immediate surroundings are restricted. It is our duty to educate our young people to be ready for post-Covid and post-Brexit modern, multicultural, multiethnic and inclusive Britain.

To achieve this objective we plan to:

- deliver assemblies and activities through form time to address the specific issue of the 9 protected characteristics;
- continue to review and adapt our curriculum to enhance opportunities to include specific references to different ethnicities and beliefs;
- continue to challenge behaviour which contravenes our policy on the 9 protected characteristics with a restorative and educational approach, involving parents/carers where appropriate;
- and review our practices with staff, students and governors at least biannually.

Progress we are making towards this objective:

- set up a curriculum focus group and decolonised areas of the English and History curricula
- assembly about 9 protected characteristics
- lesson activities, tutor time resources and assemblies about celebrating different ethnicities, beliefs and cultures
- tutor time resources challenging stereotypes and non-inclusive practices and attitudes
- training and instructional leadership with pastoral leaders to increase their confidence in dealing with incidents which arise where students or staff demonstrate a lack of awareness or poor judgement with regard to the protected characteristics

Objective 2

Implement and review clear procedures and protocols for dealing with all forms of incidents involving any kind of discrimination.

Why we have chosen this objective:

We do not currently have specific discrimination guidance for pastoral or curriculum leaders on how to respond when racist incidents are brought to their attention. These are currently dealt with through our behaviour policy but we would like to make this area of our work more specific.

To achieve this objective we plan to:

- utilise feedback from victims, experiences from students at our school and research of schools with best practice
- draft, share, implement and review clear guidance for school leaders on how to respond to racist incidents

Progress we are making towards this objective:

- continued training on racial literacy for all staff both proactively and in response to incidents (a bespoke training day will be planned in 2023/24 and delivered in 2024/25)
- continue to have designated staff with whom these students can talk to and raise concerns, any anxieties or simply share their thoughts
- continue to engage 6th Form and staff mentors for minority students
- continue to record all incidents involving any discrimination and follow up with support for victims and their families as well as a programme of reeducation for perpetrators
- ensuring robust support is provided to students and staff who experience discrimination using a variety of sources (e.g. Rap therapy and charities such as All Sorts)
- providing support through student-led peer groups (separate from 1:1 mentoring) such as Culture Group Pride Group and Multi-Faith Group

Objective 3

Implement the West Sussex 'Promoting Equality and Tackling Racism' guidance.

Why we have chosen this objective:

This was released to schools in November 2021 and it aligns with our aims as well as providing a helpful structure as well as valuable resources.

To achieve this objective we plan to:

- take a strategic approach to implementation of each area (focus for 2023/24 is representation and celebration)

- set up working parties for relevant sections, led by members of staff interested and senior staff
- Improve representation in different areas

Progress we are making towards this objective:

- improving diversity when outside visitors/speakers are invited to school (Future Fairs/Careers Day)
- seeking to setting up mentorships for minority students, e.g. through the work experience scheme
- adjusting the recruitment process so that minority staff are not disadvantaged and are better represented at interviews
- using the curriculum to improve representation
- research ways to widen community participation with, e.g., a 'Culture Day'

9. Monitoring arrangements

The designated teacher for equality and the headteacher will update the equality information we publish at least every year.

This document will be reviewed by the designated teacher for equality, the nominated governor for equality and the headteacher at least every 4 years.

This document will be approved by the governors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment