



Equality Information and Objectives

To be read in conjunction with the Special Educational Needs and Disability Inclusion Plan, the Special Educational Needs Information Report, the Supporting Pupils with Medical Conditions Policy the Accessibility Plan

Approved by:	Full Governing Board	Date: 13/03/2023
Last reviewed on:	13/03/2023	
Next review due by:	March 2024	

Contents

1. Aims 3

2. Legislation and guidance 3

3. Roles and responsibilities 3

4. Eliminating discrimination..... 4

5. Advancing equality of opportunity 6

6. Fostering good relations..... 6

7. Equality considerations in decision-making 7

8. Equality objectives..... 7

9. Monitoring arrangements 10

10. Links with other policies 7

1. Aims

At Lord Deramore's School we aim to embed the obligations and spirit of the Public Sector Equality Duty (PSED) into every aspect of our day-to-day practice, 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

We are committed to ensuring equality of education and opportunity for all pupils, staff, and parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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](#).

2. 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 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
- Ensure that people from protected groups are not discriminated against when applying for jobs at our school

- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability

The headteacher and the Equality Lead will:

- Implement the school's Equality Plan supported by the governing body
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- Promote the principle of equal opportunity when developing the curriculum
- Promote respect for other people and equal opportunities to participate in all aspects of school life
- Monitor success in achieving the objectives and report back to governors
- Monitor reported incidents of unfair treatment, bullying or discrimination, including racist incidents, and treat them with due seriousness

All staff will:

- Will maintain awareness of this Equality Plan, ensure that all pupils are treated fairly, equally and with respect, and work to achieve the objectives set out in section 8
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents on CPOMS, drawing them to the attention of the Headteacher

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. 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 are required to read this policy as part of their induction and receive training. All staff receive refresher training on the equality act at the start of each school year.

Discrimination is deterred by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn and work at Lord Deramore's and those who visit the school.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school community.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher or headteacher where necessary. Reported discriminatory incidents are always taken seriously. All incidents are reported to the headteacher, and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school. Incidents should be dealt with according to the Safeguarding Policy and logged accordingly.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Lord Deramore's aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic (e.g. pupils with disabilities or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 in day-to-day teaching and learning, the school will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping
- Use best endeavors to ensure school trips including residential trips are accessible to all

In relation to equal opportunities for staff, Lord Deramore's school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. Continued professional development opportunities are available to all staff.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We encourage job applications from our diverse school community.

Equality aspects such as gender, race, disability, sexual orientation, gender identity and faith or religion are considered when appointing staff or evaluating staffing structures to ensure decisions are free of discrimination.

6. Fostering good relations

Lord Deramore's school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting attitudes and values that challenge racist and other discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures, particularly those represented in our school
- Seeking to involve all parents in supporting their child's education
- Encouraging discussion about equality issues which reflect on social stereotypes, special educational needs, and on promoting respect for our principle that we are all different but we all have equal rights
- Holding assemblies dealing with relevant issues. Pupils from protected groups will be invited to contribute to such assemblies alongside relevant external speakers.
- Promoting tolerance, friendship and understanding of a range of protected characteristics through different aspects of our curriculum e.g. via literature
- Working with our local community including inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and aspires to consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, considerations include whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Public Sector Equality Duty (PSED) strand	Objective	Responsibility of:	Timescale
Eliminate discrimination and other prohibited conduct	Implement annual Equality Act refresher training for governors and all staff.	Headteacher and/or Equality Lead	Annually ongoing
	Undertake audit of all staff and governors to explore awareness and confidence of issues relating to all protected groups within the school community - address identified training needs - for example training around awareness of needs and safeguarding relating to LGBTQ issues, peer on peer sexual behaviour, refugee experience etc.	School Equality Lead	Audit by end of summer term 2023. Training by end of summer term 2024 at the latest.
	Add Equality Policy and requirement to read it to staff and volunteer induction pack.	School Equality Lead	Easter 2023

Public Sector Equality Duty (PSED) strand	Objective	Responsibility of:	Timescale
Advancing Equality of Opportunity	Provide first aid couch and screen for medical room first aid and intimate care procedures.	School Business manager	End of summer 2023
	Review accessibility of the forest and use best endeavours to improve.	School Business Manager and Assistant Headteacher	End of summer 2024
	Implement staff training on text-minimal ways children can engage with and evidence their learning in the wider curriculum.	SENDCo Computing consultant	By summer 2023 half term break
	Embed term 'priority learners' and associated mindset for SEN, EAL and those from economically disadvantaged or socially vulnerable families.	SENDCo and all staff	Easter 2024

Public Sector Equality Duty (PSED) strand	Objective	Responsibility of:	Timescale
<p>Fostering Good Relations</p> <p>The PSED requires schools to show they are fostering good relations between those who share a protected characteristic and those who do not share it. Schools could demonstrate that they are fulfilling this aspect by publishing evidence of:</p>	Undertake curriculum audit to explore the extent that protected groups receive positive representation in all areas - address identified gaps.	Subject leads and Equality Lead	Easter 2024
	Termly learning walks to monitor displays, to ensure all groups in our school community are represented.	Equality Lead and SLT	Termly ongoing
	Annual disability and inclusion awareness week - particular emphasis on learning about how we can all support invisible/neurodiversity needs. This to be supported by a consistent script used by all staff to explain needs and provision as questions from children arise.	SENDCo and all staff	Yearly ongoing
	Reinstate termly parent meetings for parents of children with SEND.	SENDCo	Termly
	Check in wellbeing interviews to monitor lived experience of staff from protected groups.	SLT	End of summer 2023

9. Monitoring arrangements

The Equality lead will update the equality information we publish in this document, [described in sections 4 to 7 above], at least every year.

The equality objectives recording in section 8 of this document reviewed by the board / name of committee of the governing board / individual governor / headteacher] at least every 4 years.

