



Equality Aims and Objectives Policy

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
02/01/2020	Update	T Merzougui
01/05/2022		

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2019/2020	Jan 2020	Alan Scott

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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 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 present equality link governor is Alan Scott, Chair of Governors. He will:
- Meet with the designated member of staff for equality on a bi-annual basis at the Governing Body Safeguarding Committee meeting 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 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 on a bi-annual basis 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 every year.
- 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 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 regardless of background).

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

- Publish attainment and progress 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.

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 SMSC curriculum. This includes teaching in SRS, pastoral periods 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 house and year assemblies which will deal with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working within our local community as part of our SMSC curriculum. 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 and forum 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 and half termly student voice feedback. 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 pupils who identify with male, female or no particular gender

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions when planning SMSC activities for pupils. The record is completed by the faculty organising the activities and is stored electronically.

8. Equality objectives

Objective 1: To improve the cultural development of our pupils regardless of background.

- Why we have chosen this objective: to improve our pupils' social and cultural understanding of the UK in general and Manchester in particular, promoting equality of cultural capital regardless of background.
- To achieve this objective we plan to: deliver new range of SMSC experiences both in and beyond the school.
- Progress we are making towards this objective: a new calendar of events was launched in September 2018, reviewed in 2019 and continues to be reviewed and developed for the future.

Objective 2: To close the gaps in the academic progress of specific pupil cohorts in the school.

- Why we have chosen this objective: to narrow the gap between disadvantaged pupils and their peers in the school.
- To achieve this objective we plan to: collect, analyse and act upon half termly data, placing intervention plans in place as necessary, regardless of pupil background.
- Progress we are making towards this objective: Currently working with an embedded system which is resulting in our gap between disadvantaged pupils and their peers closing.

Objective 3: To promote empathy in relation to people from different backgrounds through our work in school.

- Why we have chosen this objective: To increase tolerance and decrease the number of racist, homophobic, sexist and misogynist incidents in the school.
- To achieve this objective we plan to: deliver a range of planned SMSC activities across our curriculum which directly addresses tolerance towards different groups.
- Progress we are making towards this objective: a new calendar of events was be launched in September 2018 reviewed in 2019 and continues to be reviewed and developed for the future.

9. Monitoring arrangements

The designated member of staff will update the equality information we publish, [described in sections 4-7 above], at least once per year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body of Burnage Academy for Boys.

10. Links with other policies

This document links to the following policies:

- Accessibility Policy