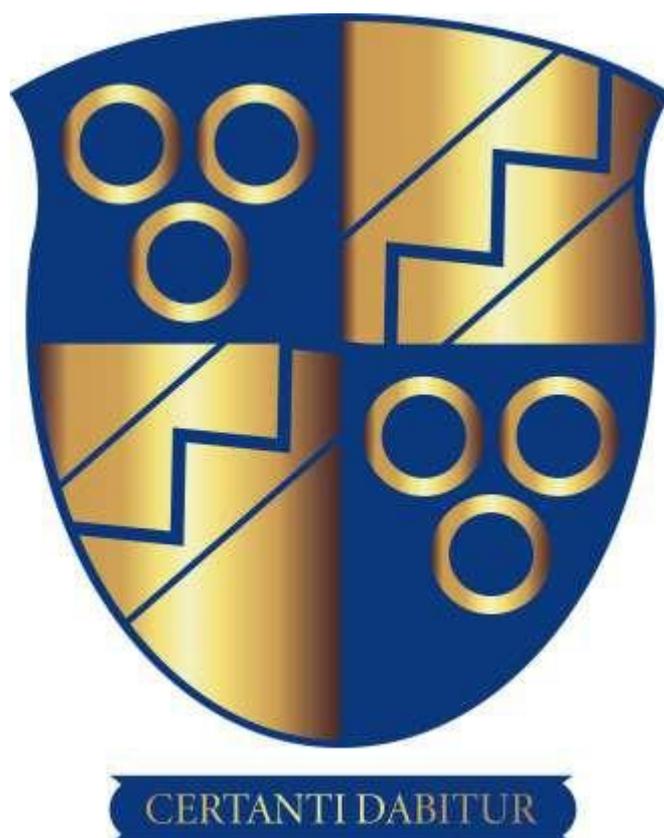


# Equality information and objectives

## The Oldershaw School



**Approved by:**

Trust Board

**Date:** May 2022

**Policy Owner:**

Vice Principal for Behaviour

**Last reviewed:**

May 2022

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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, harassment, victimisation, and any 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 and positive attitudes across all characteristics – between people who share a protected characteristic and people who do not share it
- Observe good equalities practice in staff recruitment, retention, and development
- Reduce and remove inequalities and barriers that already exist

Furthermore, the school aims to encompass any other characteristics beyond those protected by law which have the potential to be used to discriminate against or devalue any individuals within the school community.

The school is further, fully committed to supporting and promoting article 2 of the United Nations Convention on the rights of the Child which states that all children should have equal opportunities.

### 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 trust 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, 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 principal
- Appoint an Equality Link Trustee

The Equality Link Trustee will:

- Meet with the designated member of staff for equality, 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 board regarding any issues

The principal will:

Promote knowledge and understanding of the equality objectives amongst staff, pupils parents and community.

Monitor success in achieving the objectives and report back to trustees

Senior Leadership Team will:

Support the principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Support the principal 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 trustees 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.

## 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 trans pupils who are being subjected to transphobic 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 allpupils 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.

## 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 acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RSE (Relationships & Sex Education), RE (Religious Education), Citizenship and PSHE (Personal, Social, Health and Economic 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

Working with and involving our local community. This includes inviting leaders of local faith groups and diversity role models to speak at assemblies, and organising school trips and activities based around the local community

Removing barriers which deny people access to our school community

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

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school

Promoting an environment which gives all pupils an equal chance to learn and live free of unlawful discrimination and prejudice, all staff to work and live free of unlawful discrimination and prejudice

## 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 pupils with disabilities
- Has equivalent and appropriate facilities for all gender identities
- Cuts across any religious holidays

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

Oldershaw School believes it has good practices in place surrounding equality of all protected characteristics including gender, race, disability, religious beliefs, sexual orientation, and age and will continue with these good practices. We promote an environment which gives all pupils and staff a place free of unlawful discrimination and prejudice. We have therefore set objectives below in relation to the below highlighted characteristics:

### Objective 1: Gender Identity

Oldershaw School understands that nationally, gender identity is the fastest changing area of equalities, but notes that it is still a relatively new area for schools. We believe that all pupils have a right to experience school as a secure and happy environment where they are able to focus on their education. We strive to stay up to date with the needs of individual children and other members of the school community at all times, and to work with families.

The school tracks the attendance, behaviour, progress, and attainment of all pupils, and is aware that there are many factors that can affect the ability of pupils to focus on their education, including bullying, and uncertainty about their gender identity. By tracking pupil progress a dip in performance can be identified quickly and measures taken to sensitively determine the reason, and to provide additional support as appropriate, working with the relevant support agencies who are working to address the issues of gender identity.

## Objective 2: Pregnancy and maternity

Oldershaw School believes that being pregnant or having a very young child should not, in itself, be a barrier to a pupil applying for, succeeding in, or completing a programme of study. Our school is committed to being as flexible as possible and does not seek to exclude pupils solely on the grounds of pregnancy or motherhood. The school can provide time off and will do its best to facilitate education for pregnant pupils and mothers of school age.

Our school will:

- Ensure that it avoids treating a pupil less favourably on the grounds that she is pregnant or has recently had a baby
- As far as possible, take a flexible approach to supporting and facilitating the continued learning of pregnant pupils and/or pupils who are the parents of a very young child
- Demonstrate a non-judgemental and sensitive approach, i.e., when supporting and working with pupils on these matters, teaching staff will take an open-minded and non-judgemental approach.

## Objective 3: Menopause

The objective is to support staff experiencing menopausal symptoms and help colleagues and line managers to understand how they can support employees experiencing such symptoms.

The group sets out the support available to women before, during and after the menopause. It is designed to ensure women suffering with menopausal symptoms can feel empowered to ask for adjustments to ease such symptoms without embarrassment, carry out their daily role in a safe working environment, and can have open discussions with colleagues and line managers so that they can feel part of an inclusive culture at work.

## 9. Monitoring arrangements

The principal will update the equality information we publish, described in sections 4-7 above at least every year. This document will be reviewed by the principal at least every 4 years.

This document will be approved by the trust board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment