



THE ASHBY FEDERATION

EQUALITY INFORMATION AND OBJECTIVES

Approved by: Executive Headteacher

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1. Aims

Mission statement

We are committed to ensuring equality of education and opportunity for all pupils, staff, 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.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The Ashby Federation, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our schools aim to meet their 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 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 Executive Headteacher

The Executive 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

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.

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 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:

- Collect 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 share this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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 our SMART values, 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 deal with tensions between different groups of pupils within the school. For example, our school councils have representatives from different year groups and are 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:

- 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.

8. Equality objectives

Objective 1: *To publish and promote the Equality Information and Objectives through the school website and staff meetings.*

Why we have chosen this objective: *To ensure that our school community are aware of our plans, and to enable staff to consider the Equality Duty when planning lessons or trips, and creating learning environments.*

To achieve this objective we plan to: *review, update and publish the plan*

Progress we are making towards this objective: *in place*

Objective 2: *To monitor and analyse the pupil achievement by race, gender and disability and act on any trends or patterns in the data that indicate the need for additional support*

Why we have chosen this objective: *to ensure that all pupils can reach their full potential*

To achieve this objective we plan to: *robustly monitor data across the year*

Progress we are making towards this objective: *Monitoring is taking place in Pupil Progress meetings*

Objective 3: *To ensure that all pupils are given the opportunity to make a positive contribution to the life of the school, e.g. Young Leaders, School Councillors*

Why we have chosen this objective: *to enable all views to be heard and promote diversity*

To achieve this objective we plan to: *continue to offer these opportunities to all pupils*

Progress we are making towards this objective: *good level of representation across equality groups in previous years*

Objective 4: *To carry out an accessibility survey/Health and Safety Audit with Governors and other stakeholders*

Why we have chosen this objective: *to ensure that our premises remain accessible to our school community*

To achieve this objective we plan to: *key staff to meet with Health and Safety Governors and complete audit at least twice a year*

Progress we are making towards this objective: *audits scheduled for academic year*

Objective 5: *To continually review resources to evaluate if they reflect our diverse society*

Why we have chosen this objective: *to ensure that pupils develop an understanding of different equality groups, and promote tolerance*

To achieve this objective we plan to: *audit our resources and identify any gaps*

Progress we are making towards this objective: *audit has been undertaken and resources purchased*

9. Monitoring arrangements

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

This document will be reviewed by the Executive Headteacher at least every 4 years.

This document will be approved by the Executive Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Medicines policy
- RSE policy

Equality Impact Assessment Template for Schools

'Issue' Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

'How will this be taken into account?' Column evidence of how each issue is taken into account.

'Action' Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues				
Age				
Disability, SEN and Carers				
Sex				
Human Rights				
Gender Reassignment				
Race (Ethnicity)				
Marriage and Civil Partnership				
Pregnancy and maternity				
Religion or Belief				
Sexual Orientation				
Community Cohesion				
Promoting Health				