



Equality Information & Objectives Policy

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values:



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 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
- 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among 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

Cann Bridge School is committed to promoting equal opportunities for all children, staff and families and will make every effort to develop an inclusive environment in which everyone can enjoy their work irrespective of their protected characteristics.

We recognise our responsibility to challenge inequality and discrimination and will ensure that all staff and volunteers are appropriately trained and supported to ensure that this commitment is met.

This policy is our formal commitment to fairness and reducing inequalities. We will work hard to keep this promise even when we face challenges. If we do not do this, we will respond to concerns or complaints, and do our best to put things right and learn from this.

The Governing Board has overall responsibility to ensure this policy is consistently applied and the Senior Leadership Team has responsibility for the implementation of the policy.

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions, to ensure that individuals or groups are not directly or indirectly discriminated against, harassed or victimised due to:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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 annual.

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 that 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 clubs)

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 data referenced above 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 curriculum. This includes teaching in RE 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 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 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 update and roll out new equality and diversity training to all staff. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

- To ensure good levels of knowledge held by all staff so that they can improve a culture of equality and inclusivity.

To achieve this objective we plan to:

- Update whole school CPD training plan

Progress we are making towards this objective:

Objective 2

To continue to improve increase attendance for those learners with a level of medical need across the academic year.

Why we have chosen this objective:

- To ensure that all learners have access to an education whether at school or remotely.

To achieve this objective we plan to:

- Monitor attendance and provide timely interventions for those with attendance under 90%.

Progress we are making towards this objective:

Objective 3

To ensure all groups are achieving equally well under our new assessment systems.

Why we have chosen this objective:

- It is important to us that everyone is given the support they need to achieve irrespective of gender, disability or ethnicity.

To achieve this objective we plan to:

- Termly analysis of progress data to ensure no group is falling behind
- Action plan should any group be falling behind to address the balance

Progress we are making towards this objective:

Objective 4

Work to ensure that we reflect the diversities of society in the resources, texts, images and schemes of work we promote throughout the school

Why we have chosen this objective:

- It is important to celebrate and recognize difference in our society through the resources we use.

To achieve this objective we plan to:

- Carry out a curriculum audit to identify areas for improvement.

Progress we are making towards this objective:

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

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

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND
- Behaviour
- Curriculum
- Educational Visits
- Admissions