

EQUALITIES PSED POLICY AND OBJECTIVES

Review Due:	September 2021
Last Review	September 2017
Applicable to:	Moorlands Schools Federation
Reviewed by:	

Policy Statement

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 policy 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

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- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principal

The designated member of staff to monitor equalities at Moorlands Schools Federation is the Headteacher. They will:

- Promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this policy statement and to work to achieve the objectives as set out in section 8 of this statement.

Policy Procedures

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 governor 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 3 years.

The school has a designated member of staff for monitoring equality issues. They make senior leaders and governors aware of any issues in regard to equality 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)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing

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- 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 curriculum. This includes 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 various subjects, pupils will be introduced to literature/art/music 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. 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 senior leadership team will have a view to these considerations when approving trips and correspondence.

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8. Equality objectives

Objective 1: *Incorporate an Equality Impact Assessment into the risk assessment when planning school trips and activities.*

Why we have chosen this objective: This will ensure that the consideration towards PSED is embedded in all staff's awareness in their planning and implementation of school activities, rather than remaining at a leadership level.

To achieve this objective we plan to: Alter the risk assessment paperwork to incorporate this information. Train staff to complete these new forms

Progress we are making towards this objective: Responsibility for form alteration undertaken by Principal.

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: Our current workforce of the Partnership Trust has several members of staff who fall into this category. Though adjustments and agreements are discussed as part of the appraisal process, it would be beneficial to formalise this part of the agreement.

To achieve this objective we plan to: Draft a reasonable adjustment agreement. Get it approved by Governors and implemented with appropriate members of staff.

Integrate it into employment process.

Progress we are making towards this objective: Drafting a reasonable adjustment agreement has been

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: This objective fits in with our rigorous approach to recruitment, safeguarding and existing recruitment equalities policies

To achieve this objective we plan to: Ensure that only those members of staff who have undergone appropriate training are involved in the recruitment process

Progress we are making towards this objective: Our safer recruitment policy now requires a minimum of one member of staff to have a high level of recruitment and be present at each element of the interview process. The Trust HR staff are trained to deal with short listing and other compliance issues.

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 Headteacher at least every 4 years.

This document will be approved by the Headteacher

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Additional Relevant Documents

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equalities Policy
- Equal Opportunities Policy (recruitment)
- Safer recruitment Policy