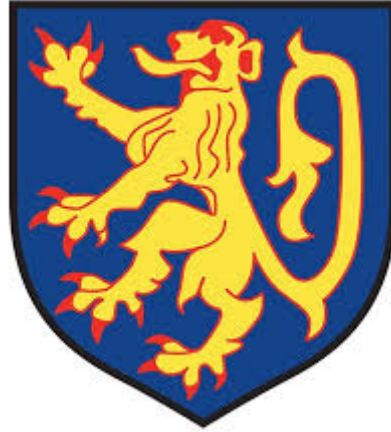


Ralph Sadleir School

Equality information and objectives policy



Approved by: Governing Body **Date:** April 2024 **Last reviewed on:** N/A
Next review due by: March 2026

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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, such as confidence, determination, kindness, respect and empowerment.

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 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 equality link governor is Cynthia Prince. They will:

- Meet with the designated member of staff for equality every term 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 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

The designated member of staff for equality is Samantha Hindhaugh who will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- ☐ Meet with the equality link governor every term 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.

From Summer 2024 new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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

The following are suggestions only and will need to be adapted depending on your school's circumstances.

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 needs of people who have a particular characteristic (e.g. enabling Plymouth Brethren students to eat in a separate room)
- 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)
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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 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 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
- 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 made up 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
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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

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

Intent:

- Tailored accommodations will help staff with disabilities perform effectively.
- Addressing disadvantages fosters a more inclusive environment.
- Removing barriers boosts performance and job satisfaction.
- Meeting obligations under disability discrimination laws reduces legal risks.
- Accommodating staff with disabilities promotes respect and morale.
- Addressing needs fosters diversity and retains valuable staff.

Implementation: Meet with those staff to discuss what support they need to carry out their role

Objective 2

Train all members of staff 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.

Intent:

- Understanding legal requirements ensures the school operates within the law, avoiding fines and reputational damage.
- Equipping staff with skills for fair evaluations prevents discrimination based on protected characteristics.
- Educating staff fosters a culture of respect, benefiting both job applicants and existing staff. • Demonstrating commitment to fairness enhances the school's reputation, garnering support from stakeholders.
- Training reduces the risk of discrimination claims by empowering staff to recognize and address bias.
- Upholding ethical responsibilities reinforces the school's commitment to diversity and inclusion.

Implementation:

- Identify training requirements through a needs assessment, focusing on knowledge gaps in equal opportunities, non-discrimination laws, unconscious bias, fair recruitment, and inclusive interviewing. • Source relevant training.
- Provide continuous support and resources post-training, including access to additional materials and opportunities for further learning.
- Assess effectiveness through feedback surveys, assessments, and observation of recruitment practices, identifying areas for improvement.

Objective 3

Promote positive attitudes towards diverse sexual orientations, fostering inclusivity and respect within our school community.

Intent:

Positive attitudes help decrease instances of bullying and discrimination based on sexual orientation, fostering a safer and more accepting environment.

Creating an inclusive environment positively impacts the mental health and well-being of students and staff, reducing feelings of isolation, anxiety, and depression.

- Students who feel accepted and supported in their identity are more likely to engage in learning, leading to improved academic achievement.
- Fostering inclusivity and respect cultivates a sense of belonging for all members of the school community, strengthening relationships, and promoting cohesion.
- Promoting positive attitudes prepares students for the diverse society they will encounter beyond school, fostering empathy, understanding, and respect for all individuals.
- Creating an inclusive environment aligns with legal requirements and ethical standards, demonstrating the school's commitment to fairness and equality.

Implementation

Continue implementing our comprehensive PSHE programme, which educates children about diverse family structures and encourages acceptance of differences in all aspects of life.

- Introduce a series of inclusive books depicting various family make-ups, including same-sex couples, into our curriculum and library resources.
- Utilize resources from organizations such as Stonewall and local LGBT centres to enhance our curriculum's inclusivity and understanding of LGBTQ issues.

Equality, Diversity and Inclusion Progress Report – June 2025

Significant progress has been made across all three objectives to support a more inclusive and equitable school environment.

For **Objective 1**, efforts to provide tailored support for staff with disabilities have shown tangible results. An equality and diversity monitoring form was distributed to all staff, with a 60% completion rate. Meetings were held with staff who requested them during the autumn and spring terms, resulting in approved reasonable adjustment requests. One such outcome included the purchase of Grammarly for a staff member. Regular check-ins have been positively received, indicating improved support and satisfaction.

Under **Objective 2**, initial training has been successfully delivered to key staff, who completed the National College Certificate in Equality, Diversity and Inclusion. This course ensured a strong foundation in legal compliance and inclusive practices. Full rollout of this training to all staff is scheduled for September 2025, aligning with the new academic year and ensuring comprehensive awareness across the team.

Regarding **Objective 3**, there has been notable progress in fostering positive attitudes toward diverse sexual orientations. PSHE lessons covering diverse family structures have been well received by students, with supportive feedback from parents, particularly from Year 5 onwards. The curriculum has successfully promoted acceptance and understanding. Reports of racism or homophobia are minimal, and any incidents have been promptly addressed, with parents kept informed.

Overall, the school is actively embedding inclusivity in its culture, responding effectively to staff and student needs, and laying the groundwork for long-term positive change.

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 the trustees at least every 2 years.

This document will be approved by the Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Improvement Plan
- SEN Policy
- Relationships and Behaviour Policy