

# Edward Worlledge Ormiston Academy

## Equality Objectives Statement

### Aims

Our Academy 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.](#)

## 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, 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 headteacher
- 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 Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff (Mrs J Harvey) for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Governing Body regularly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All Academy 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 Academy 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The Academy has a designated member of staff for monitoring equality issues, regularly liaise with the Governing Body regarding any issues and make senior leaders and governors aware of these 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:

1. Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with SEND, or pupils who are being subjected to homophobic bullying)
2. Taking steps to meet the particular needs of people who have a particular characteristic
3. 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 Academy 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
- 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 Academy 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 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. We follow the 'values for life' scheme to support development in this area.
- Working with our local community. This includes inviting leaders of local 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 Student Leadership Team and Prefects 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 and clubs. We also work with parents to promote knowledge and understanding of different cultures/groups
- We develop 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 Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The Academy 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 SEND
- Is accessible to pupils receiving Free School meals (Pupil Premium)
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### Equality Objectives for 2020-2021

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage, particularly those identified as vulnerable groups. We will regularly review the progress we are making to meet our equality objectives.

1. **2020/21 Equality Objective 1 - To improve outcomes in reading, writing and maths for those children with low starting points, including those with special educational needs, those for whom English is an Additional Language and those who are disadvantaged.**

The Academy's SEND Action Plan, EAL Action Plan and Pupil Premium strategy statement specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for PP, those for whom English is an Additional Language and those with SEND.

2. **2020/21 Equality Objective 2 – To promote and support the well-being and development of the whole-child.**

We will also continue to refine and embed our PSHE curriculum and Wellbeing provision to support all aspects of a child's development, particularly during Remote Learning.

3. **2020/21 Equality Objective 3 – To challenge the gender gap through gender-neutral pedagogies.**

We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of boys and girls across the Curriculum.

Review Date: September 2021

## 9. Monitoring arrangements

The full governing body will update the equality information we publish, at least every year.

This document will be reviewed by the full governing body at least every 4 years.

This document will be approved by the full governing body.

## **10. Links with other policies**

This document links to the following policies:

Safeguarding Policy

SEND Policy

Equality Policy