



Love God, Love each other, Love Learning

# Sacred Heart RC

## EQUALITY INFORMATION AND OBJECTIVES

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### 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](#).

### 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 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September alongside annual safeguarding training. The contents of the Equality Information and Objectives Policy are shared with all staff alongside their responsibility to uphold the objectives outlined within.

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**

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
- 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 English/reading, pupils will be introduced to literature from a range of cultures. Through our Creative Curriculum, we look at cultural differences through our individual family history and uniqueness. In RE, we celebrate being made by God and special and unique in His eyes.
- Holding assemblies dealing with relevant issues. Pupils are encouraged to take a lead in class assemblies particularly and we will also invite external speakers to contribute. We celebrate our cultural richness during these assemblies which are shared with parents and carers as the invited audience.
- 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. The School Council has been trained in Peer Mediation to help diffuse disagreements or conflicts between pupils. 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. P4C is practiced across school to help children understand, question and challenge issues that may arise within and beyond school.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Staff have received Stonewall training and attending diversity and equality training from Salford Diocese.

## **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**

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and resources committee of the governing board.

Why we have chosen this objective: to alert Governors and Senior Leaders to the lack of representation of groups within our staff team with a view to correcting the balance over time and as staffing changes permit.

To achieve this objective, we plan to: Carry out an annual review of staffing alongside census data to track the character of the staff team. Through recruitment, monitor the representation of groups at each level from application to shortlist to appointment with a view to ensuring fair representation of minority groups on the staff team.

Progress we are making towards this objective:

### **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: Staff with disabilities on the staff are known to SLT. The reasonable adjustment agreement will ensure that due regard is given to staff with any disability and working arrangements are adapted to ensure they can fulfil their role comfortably and without any impediments. Should additional adjustments need to be made, we can instigate these as part of the exercise.

To achieve this objective we plan to: SLT to issue a staff survey. The outcomes of the survey will trigger interviews with staff with recognized and identified disabilities. Interviews will be used to identify and overcome any difficulties staff are having in undertaking their work. It will be the responsibility of SLT to action any adjustments.

Progress we are making towards this objective:

### **Objective 4**

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: While some Governors and staff involved with recruitment have attended safer recruitment training, there still exist some gaps. Currently, it is a requirement that at least 1 member of the recruitment team have attended safer recruitment training.

To achieve this objective, we plan to: Carry out a training audit of staff and Governors involved in the selection and recruitment process in respect of any role in school. Arrange for safer recruitment training to be undertaken with Schools HR team. If this training cannot be sought before September, alternative online training will be arranged.

Progress we are making towards this objective:

### **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, at least every year.

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

This document will be approved by Staffing & Resources Committee

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Single Equality & Community Cohesion Policy
- PHSE Policy
- SRE Policy