

Equality information and objectives

The Lady Byron School



Written by:	Caroline England	Date: July 2024
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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

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 Proprietor 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 proprietor

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 proprietor 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 annually within the first term via National College.

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 societies)

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

- Report on the 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)
- Report 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
- 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 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 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

Disability: no difference between progress of ASC and ASC with additional diagnoses.

Action

Termly data information identifies progress concerns of specific groups of pupils according to SEN

Pupil progress meetings agrees interventions to narrow the gap of SEN groups.

Success Criteria/ Evidence

Vast majority of pupils regardless of SEN make at least expected progress in line with targets, with a significant proportion making above expected progress.

Objective 2

Race: no difference between attendances of pupils regardless of race.

Action

Office staff to take lead on improving attendance.

Training for office staff in attendance procedures.

Ensure attendance policy is understood and followed effectively.

Use of Key Worker in school to ensure that families understand expectations.

Work closely with education social worker re attendance.

Success Criteria/ Evidence

All pupil's attendance will be at least 90% regardless of race.

Objective 3

Ensure that staff are aware of current legislation and actively promote diversity, equality and promoting British values.

Action

Equality and diversity training to be completed in first term and renewed annually by all staff

Implementation of assessment of cross curricular identification of diversity, equality and British values

Promotion of diversity, equality and promoting British values across the school with visual prompts

Success Criteria/ Evidence

Staff to have good understanding of importance of promoting equality and British Values.

Staff to be able to challenge equality in their areas and in their class bases.

All meeting's minutes to show evidence of 'due regard' to equality.

Objective 4

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

Action

Staff to be given confidential form to list any disabilities and support needs

Staff to be offered wellbeing supervision to discuss support needs and working experience

Look at implementing certain support for whole staff as standard

Success Criteria/ Evidence

Staff feel confident that their support needs will be met by the school, by being able to discuss support needs and action will be taken to address these

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 and approved by Proprietor at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality and Diversity Policy
- Staff Wellbeing Policy
- RSE and FBV policies