



# Holbrook Academy

## Equality Information and Objectives Policy

<b>Date Approved</b>	10 <sup>th</sup> October 2024
<b>Signed</b>	H Butler Chair of Q&M Committee
<b>Minuted</b>	10 <sup>th</sup> October 2024

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	Headteacher
Governor with responsibility for this policy.	C Norman / Q&M Committee
Policy review date	Autumn 2025
What is the purpose of this policy?	To have clear strategic response to challenging discrimination and set clear priorities for equalities action plan.
What are its headline targets? (using quantitative and qualitative measures)	To reduce number of racist and homophobic incidents.
How is this policy to be judged as successful?	A school in which everyone feels safe to be themselves.

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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

Holbrook Academy aims to provide equality of access and equality of opportunity for all students irrespective of their class or social background, race or sex, sexual orientation, ability and medical status (including HIV).

We believe that every child has the right to a challenging and stimulating education. We also believe that the curriculum itself should reflect the cultural diversity of our society as a whole, so that all students grow up with an awareness of the contribution made by other cultures to that society, even if they have not directly encountered them at school.

## 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](#).

In fulfilling the legislation shown above, we are guided by principles as they relate to individuals with one or more of the protected characteristics under the Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

## 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 will :

- Meet with the designated member of staff for equality termly, 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

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents.
- Recognising and challenging bias and stereotyping.
- Promoting equal opportunities and good race relations.
- Taking up training opportunities and evaluating the impact of this training.

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.

The school has 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 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
- 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 opportunities)

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 (eg 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
- 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.
- 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:

- 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. Implementation**

Holbrook Academy will comply with all of the duties outlined above by monitoring and dealing effectively with incidents of harassment, by auditing the curriculum, monitoring attainment and ensuring equality of opportunity for all of its students. Every member of the school community has a part to play in ensuring that there are equal opportunities for every student. To this end, guidelines will be regularly reviewed in the following areas:

### **8.1 Discharge of Duties to Students**

#### **Admission to the school**

In its admissions procedures, Holbrook Academy will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation. This basic principle underpins the entire admissions process.

#### **Pastoral arrangements**

We ensure the welfare of all in the school community by applying best practice in:

- Behaviour, including guidelines on dealing with bullying, racial/sexual harassment and abuse child protection.
- Assemblies and collective worship so that maximum respect is accorded all faiths represented in the school.

#### **Resources and the learning environment**

We will convey the message of equality through:

- Displays and images
- Textbooks and materials
- Assemblies and PSHE and Life Skills

#### **Curriculum access and content**

We are achieving this through:

- The development of a full and challenging curriculum.
- Developing strategies to meet the needs of all students.
- The development of resources to challenge stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the Academy, the local community and the wider community.
- Monitoring the progress of all students by ethnicity and provide specific support for students for whom English is an additional language.

- Monitoring of Special Educational Needs (SEN) and the development of support and appropriate access to the curriculum through the termly review of provision map.
- Monitoring data on destinations on leaving school.

We protect the educational and pastoral needs of our students by:

- Monitoring academic progress and attainment by ethnicity, religion and economic status with appropriate intervention to ensure equality of achievement.
- Providing data on language stages for our EAL students.
- Monitoring rewards, sanctions, exclusions and attendance against ethnicity and groups of learners.

## **8.2 Staff**

Holbrook Academy confirms its commitment to a comprehensive policy of equal opportunities for all staff regardless of their sex, race, ethnic or national origins, colour, marital status, sexual orientation, disability, age, class or social background. We are firmly opposed to any form of discrimination based upon these factors. All staff should have the opportunity for employment or advancement on the basis of their ability, qualifications and fitness for work.

Holbrook Academy operates a policy of equal opportunity for the recruitment selection and promotion of all its staff in conjunction with a representative from the Governing Body.

We are committed to equal opportunities in relation to:

- Recruitment complies with current legislation.
- Performance Review and Staff Development (PRSD) within Holbrook Academy will be based solely on an objective assessment of the individual's capabilities, performance and potential.
- Part-time work and job sharing.

All staff have an obligation to uphold the equal opportunities policy of the Academy.

## **9. Equality objectives**

- Termly monitoring of rewards and sanctions aligned with protected characteristics.
- To promote protected characteristics across school and in curriculum
- To ensure there is a reduction in the number of racist / homophobic incidents
- To ensure we use assemblies and displays to promote racial, linguistic, religious and neuro-diversity
- To monitor student destinations and align with protected characteristics; monitoring any patterns or concerns

## **10. Monitoring arrangements**

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

This document will be reviewed by the Quality & Monitoring Committee at least every 4 years.

This document will be approved by the Quality & Monitoring Committee.

## **11. Links with other policies**

This document links to the following policies:

- Rewards & Behaviour
- SEND
- Accessibility plan