

# Blossom Federation

Daubeney, Sebright and Lauriston



## Equality Information and Objectives Policy



Lauriston



Equality Information & Objectives Policy Reviews (Version Control)

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
March 2019	Whole policy & Objectives Reviewed – Federation Policy	Spring 2021	Ms Terry Corpe
Summer 2021	Slight changes	Summer 2023	Mr Robin Warren

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### 1. Aims

The Blossom Federation (Daubeney, Sebright & Lauriston Primary Schools) 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. These include: age, disability, gender identity, marriage or civil partnership, pregnancy, race and nationality, religion or beliefs and sexual orientation.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- This policy will be promoted on a specific Equalities noticeboard within each school signposting advisory numbers, support and resources; and on the school websites with highlights of our work.

### 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 two years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Head Teacher who will delegate day to day responsibility to the Heads of Schools.

The equality link governor is Annwen Johnson. They will:

- The role

The Executive Headteacher & Heads of Schools 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 (Anna Lucey - Daubeney School, Lucie Collins – Sebright School & Daljeet Panesar – Lauriston School) for equality will:

- Support the Heads of Schools in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet termly with the Head of School who has federation responsibility for equality (Terry Corpe) and the equality / safeguarding link governor at least annually to raise and discuss any issues
- Support the Executive Headteacher & Heads of Schools 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 Federation 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.

Each school has a designated member of staff for monitoring equality issues, a joint Federation Deputy Head and a joint 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 Federation aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a protected characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the protected needs of people who have a protected characteristic
- Encouraging people who have a protected characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities.)

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 protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The Federation aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting value, 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 which represent diverse range of people with protected characteristics. This includes gender.
- 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 any of our schools. For example, all our school councils 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, 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 protected characteristics, which helps inform and develop our approach, e.g. Stonewall, Black Men Project

## 7. Equality considerations in decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on protected 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:** Pupils show value, friendship and understanding of a range of religions and cultures through different aspects of our curriculum linking to our SDP around developing the communities.

**Why we have chosen this objective:** to ensure that all pupils feel valued and safe in school.

**To achieve this objective, we plan to:** analyse the number and type of incidents involving homophobic, racial, religious or cultural negative behaviour.

**Progress we are making towards this objective:** All incidents are recorded on SIMS. Assemblies are held regularly and PHSE covers value, understanding and respect of others.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by September, to meet their needs better and ensure that any disadvantages they experience are addressed.*

**Why we have chosen this objective:** to ensure that SLT are aware of all members of staff that may need reasonable adjustments.

**To achieve this objective, we plan to:** Complete risk assessments for all members of staff that need them. Ensure that all members of SLT are aware of the risk assessments and adjustments.

**Progress we are making towards this objective:** Risk assessments are undertaken for staff. However, staff that are taking prescribed medications do not always have a risk assessment.

**Objective 3:** Black boys achieve as well as their peers.

**Why we have chosen this objective:** there is a gap in achievement between young black men and their peers

**To achieve this objective, we plan to:** use the Young Black Men project to ensure that our black boys have good role models and aspire to be successful.

**Progress we are making towards this objective:** Mr Gregory Logan, Head of School at Daubeney, is leading on this project and has delivered training in all three schools.

## 9. Monitoring arrangements

The Executive Head Teacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Federation Full Governing body at least every 4 years.

This document will be approved by the Federation Full Governing body and the Executive Head Teacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Health & Safety - Risk assessment
- Federation Behaviour Policy
- SEN/D

Policy Ratified: Sept 2022