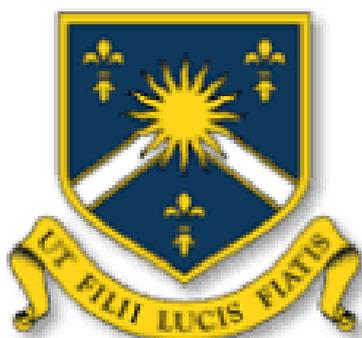


Equality information and objectives



THE EARLS HIGH SCHOOL
AD 1652

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1. Aims

The Earls High School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- 1.1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 1.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- 1.3. 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:

- 2.1. [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- 2.2. [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
- 2.3. [Public Sector Equality Duty: Guidance for Schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

Operating within the framework of Secure Autonomy as a member school of Stour Vale Academy Trust, the local governing body will:

- 3.1. Ensure that the equality information and objectives as set out in this statement are published and communicated to staff, pupils and parents
- 3.2. 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
- 3.3. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
- 3.4. The equality link governor is Mr R Cross. They will:

- 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 local governing body regarding any issues

3.5. The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils in the school
- Meet with the equality link governor every term (where the Headteacher is the designated member of staff for equality) to raise and discuss any issues
- Monitor success in achieving the objectives and report back to the local governing body

3.6. The designated member of staff for equality (where this is not the Headteacher) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and arrange training as necessary

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 local governors are regularly reminded of their responsibilities under the Equality Act and an Equalities Impact Assessment is carried out when policies are implemented or reviewed..

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

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 the local governing body 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 minimizing disadvantages suffered by staff and pupils that are connected to a particular characteristic they have
- 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. In fulfilling this aspect of the duty, the school will:
 - o Analyze publicly available attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and share this information with governors and staff through the school's self-evaluation form and improvement plan.

6. Fostering good relations

Secure autonomy enables and supports schools to build good relations within their own communities and contexts in the way which works best for them and the Trust maintains good relationships with neighboring trusts and LAs and is committed to working collaboratively to promote equality. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

- being committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. School leaders will monitor this education provision to ensure that students acquire the skills which enable them to be proactive in their behavior and learning and to become responsible citizens.
- aiming to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents, governors, local communities and other partners about education and equality issues.
- fostering positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- ensuring that our staff and local governors who plan, agree and deliver our education provision recognize diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognizing special education or physical needs and understanding differences. Behavior will reach our high standards of conduct (staff, volunteers and students) and the learning environment we provide will be safe and accessible for those studying and working.
- making every effort to create equality of opportunity for employees, ensuring opportunities are accessible and fair to all. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to the working environment and opportunity to undertake the job role successfully.

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.

The school keeps a written record known as an Equality Impact Assessment (see Appendix) to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality objectives

- Objective 1 To monitor and analyze pupil achievement by race, gender and disability
- Objective 2 To raise levels of attainment in core subjects for vulnerable learners
- Objective 3 To monitor recruitment and selection and analyze new appointments by race, gender and disability.

9. Monitoring arrangements

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

This document will be reviewed by governors annually.

This document will be approved by the local governing body.

10. Data Protection Law

This policy adheres to the principles under Data Protection Law. For further information please review schools Data Protection policy published on schools website

11. Links with other policies

This document links to the following policies:

- Safer Recruitment & Selection Policy
- Staff Code of Conduct
- Trustee / Local Governor Code of Conduct
- Staff Disciplinary Policy
- Staff Absence Management Policy

Appendix: Equality Impact Assessment

Question		Response	
Name of policy or activity being assessed?			
Summary of the aims and objectives of the policy?			
What involvement and consultation has been done in relation to the policy?			
What involvement and consultation is planned in relation to this policy?			
Who is affected by the policy?			
What are the arrangements for monitoring and reviewing the actual impact of the policy?			
Protected characteristic group	Is there potential for positive or negative impact?	Explanation & details of any evidence / data used	Action to address negative impact (e. g. adjustments to the policy)
Disability			
Gender reassignment			
Marriage or civil partnership			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

Appendix 2: Public Sector Equality Duty – update

<p>Stour Vale Academy Trust, like other public authorities, must have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 when carrying out its work. These general duties are to:</p>	
<p>(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;</p>	<p>This is achieved in a variety of ways.</p> <ul style="list-style-type: none"> • For staff there is a Code of Conduct, based firmly in the Trust's values, that makes clear that discriminatory behaviour, including harassment and victimisation is not tolerated in the workplace. There are clear policies in place to address any occurrence (grievance and disciplinary). • Schools have rules, policies and procedures that fulfil similar functions for pupils, as well as working through the PSHE curriculum (Citizenship, British Values, etc.) to eliminate conduct that is not supportive of this aim. • Other stakeholders are able to raise issues through Complaints procedures, etc.
<p>(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;</p>	<p>Policies exist at Trust and school level to promote equality of opportunity .</p> <p>The advancement of equality is at the heart of the PSHE curriculum.</p> <p>In many schools pupils are encouraged to band together with others who share the same characteristics in extra curricular activities and clubs, and with others to promote understanding.</p>
<p>(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>	<p>This is achieved mostly through an inclusive and open culture in schools that allows for and celebrates difference.</p>

Specific Equality Objectives

<p>Objective 1</p>	<p>To monitor and analyze pupil achievement by race, gender and disability</p>
	<p>SISRA analytics used to analyse outcomes by race, disability and gender. Monitoring is reported to LGB in term 1. We also use this to monitor predicted outcomes this is reported to LGB throughout the year.</p>

Objective 2	To raise levels of attainment in core subjects for vulnerable learners
	Pupil premium students had an attainment 8 score of 27.3 in 2023, SEN(K) students had attainment 8 score of 28.5 and SEN(E) has attainment 8 score of 10.5. The national average for all students was 46.3.
	The projections for our current year 11's are that PP will achieve an attainment 8 of 43.45, SEN(K) will be 27.1 and SEN(E) 26.6. This shows a projected increase for the majority of groups of disadvantaged students.
Objective 3	To monitor recruitment and selection and analyze new appointments by race, gender and disability.
	All recruitment advertising now reviewed after closing results shared with SLT and LGB annually.