

Equality information and objectives

Hyde Park Schools



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Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	5

This document describes how the Federated Governing Body of the Hyde Park Schools intends to fulfil its responsibilities under the Public Sector Equality Duty.

1. Aims.

We will have 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors □ Report back to the governing board regarding any issues

The designated member of staff for equality will be the Deputy Head and will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head Teacher 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 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September, which will include training on gender and race equality and inclusion.

The school has a designated member of staff for monitoring equality issues, who is also a 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)
- Taking steps to meet the particular needs of people who have a particular characteristic (facilitating pupils to observe religious holidays e.g. Eid)
- 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 extra curricular 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. performance for pupil premium children)
- 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 acts of collective worship dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak during collective worship, and organising school trips and activities based around the local community

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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on 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 on the completed risk assessment.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data of staff and trends with regard to race, gender and disability and report on this to the governing board.*

Why we have chosen this objective: The school currently has no male staff, no disabled staff and very few staff of a non-white British ethnicity

To achieve this objective we plan to: When a vacancy arises we plan to positively recruit people of the groups identified above to our school

Progress we are making towards this objective: We have identified the need but we have currently been able to action it because there are no vacancies

Objective 2: *Undertake an analysis of recruitment data of governors and trends with regard to race and disability and report on this to the governing board.*

Why we have chosen this objective: The school currently has no disabled governors and no governors of a non-white British ethnicity

To achieve this objective we plan to: We have vacancies currently and we plan to positively recruit people of the groups identified above to our school

Progress we are making towards this objective: We have identified the need for new governors and have contacted our governor support officer (Karen Powell) to help us.

Objective 3

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: To help us address objectives 1 and 2

To achieve this objective we plan to: Ensure the inclusion of 'Two Ticks' in job advertisements in the future

Progress we are making towards this objective: Not yet actioned as we have no paid job vacancies

9. Monitoring arrangements

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

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

This document will be approved by the Governing Board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- All Equality Policies
- Inclusion Policy