



New Mills School

Equality Information and Objectives

Revision	Authorised by	Date	Adopted by	Date
Draft	G Cash	July 2017	FGB Min No. 15g	20/07/2017
Review	Heather Watts	June 2022	FGB Min No. 11a	19/07/2022
Review	Heather Watts	June 2024	FGB Min No. 13b	09/07/2024

Revision	Date	Description of Changes
Draft	July 2017	New issue by DCC dated April 2017
Review	June 2022	Policy renamed and based on model policy produced by the Key.
Review	June 2024	Review with minor changes

Signed:P Inman.....Date:.....09/07/2024

Chair of Governors

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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 and Public Sector Equality Duty
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires 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
- 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

Appoint an equality link governor each September, who 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 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
- Appoint a designated member of staff for equality.

The designated member of staff for equality 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 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 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.

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 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
- 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 including extra-curricular
- In fulfilling this aspect of the duty, the school will:
- Each academic year, analyse the data showing how pupils with different characteristics are performing above data to determine strengths and areas for improvement, implement actions in response

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, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- 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 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 will develop 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
- Considers the needs of non-binary/gender neutral pupils

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

Our Equality Objectives 2024-2028

Our Equality Objectives reflect the school's priorities, our values and draw upon available data and other evidence.

1. To provide a school environment that welcomes, protects and respects diverse people.
2. To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.
3. To support all students, in particular those with SEND and who are disadvantaged, in attaining and maintaining strong attendance.
4. To enable all students and staff, including those in groups with protected characteristics, to make a positive contribution to school life.
5. To develop an effective and well delivered curriculum for the teaching of Relationships, Sex and Health Education (including the school approach to sexism and sexual harassment).
6. To promote mental health and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.
7. To monitor student achievement and respond to variations between groups of learners and subjects, looking at trends over time and comparing with other schools. We will seek to close the gaps in attainment and achievement between students with disadvantaged students, including those with Special Educational Needs and Disabilities, and non-disadvantaged students.

9. Monitoring arrangements

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

This document will be reviewed by the governing board at least every year.

This document will be approved by governing board.

10. Links with other policies and documents:

This document links to the following policies:

- Accessibility plan
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Read to Learn (Behaviour Policy)