



Equality Information and Objectives (Public Sector Equality Duty) Statement

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Status:	Statutory Equality Act 2010 The Equality Act (Specific Duties) Regulations 2011

1. PURPOSE

This policy seeks to address the statutory requirements of the Equality Act 2010 (the Equality Act) and the Public Sector Equality Duty.

2. RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the following documents and all other relevant school policies:

- Anti-bullying Policy
- SEND Policy
- SEN information report
- Curriculum Policy
- Admissions Policies and criteria
- Medical Conditions Policy
- Safeguarding Children Policy
- Attendance Policy

The documents and school policies referred to above are available on the school website.

3. SCOPE, PRINCIPLES AND DEFINITIONS

- 3.1 We recognise and welcome the Public Sector Equality Duty (**PSED**) imposed on the school under the Equality Act 2010.

General equality duty

- 3.2 The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It extends to certain protected characteristics: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. It is unlawful for a school to treat any person possessing any of the protected characteristics in a discriminatory manner. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment or victimisation.

- 3.3 In order to comply with the general equality duty in carrying out its functions the school is
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obliged to and will have, due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it by removing or minimising disadvantages, taking steps to meet different needs and encouraging participation by certain persons with protected characteristics when their participation is disproportionately low;
- foster good relations across all characteristics; between people who share a protected characteristic and people who do not.

3.4 The duty to have due regard to the needs specified in paragraph 3.3 means that decision makers at the school must be aware of the general equality duty when taking action or making decisions and must assess whether such decision or action may have particular implications for people with particular protected characteristics. The headteacher and governing board will therefore ensure that equality implications and the general equality duty are considered whenever a decision is to be made or an action taken and that the need to promote equality is something of which they are constantly aware giving relevant and proportionate consideration to the duty.

Public Sector Equality Duty Statement (Under 150 employees)

3.5 In order to fulfil its responsibilities to its workforce in the Public Sector Equality Duty, we will have due regard to compliance under the general equality duty as outlined in 3.3.

3.6 We will collect and use equality information to help us:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out our functions; and
- identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
 - identify if there are any actions we can take to avoid discrimination and harassment,
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advance equality of opportunity and foster good relations;

- make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- develop equality objectives to meet the specific duties; and
- have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision making.

3.7 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over represented in particular roles, for example women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated about:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disability
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

4. Our Key Objectives are:

4.1 To be inclusive to all staff and pupils, irrespective of colour, disability, ethnic or cultural origin, gender, sexual orientation, marital status, age, race, religious belief, political affiliation or social class, in the full life of the school. Information and objectives relating to how we will achieve this are outlined in this document.

4.2 To provide all pupils with a broad and balanced curriculum, we aim to reduce and where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community thus making 'reasonable adjustments' in matters of admission and education. We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning

styles, endorsing the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

4.3 To ensure that no pupil or member of staff with disabilities is treated less favourably, we aim to ensure that all staff and pupils are treated equally. The needs of all staff and pupils are considered and individual plans are put in place, making reasonable adjustments where necessary, to ensure that no member of staff or pupil with disabilities is disadvantaged.

4.4 To provide a physical environment that provides access for all, we aim to ensure that buildings are maintained and developed to meet the needs of all pupils and staff by ensuring that:

- Accessibility is a measured criteria when reviewing the premises annual plan;
- the needs of individual pupils and staff are considered as appropriate and reasonable adjustments made;
- taking account of the needs of pupils, visitors and staff with disabilities when planning and undertaking future improvements and refurbishments of the site and premises; and
- buildings are adequately maintained to enable curriculum delivery.

4.5 To ensure that recruitment, employment and training provides equal opportunity for all, we are committed to the provision of fair and equal opportunities in recruitment, employment, training and promotion of all, irrespective of colour, disability, ethnic or cultural origin, gender, sexual orientation, marital status, age, race, religious belief, political affiliation, social class, or any person with protected characteristics.

5. ACCESSIBILITY PLAN

We will continue to develop a three year Accessibility Plan, which will be reviewed on a 6 monthly basis by the Leadership Team, to ensure objectives are relevant and that appropriate progress against these is being made.

Whilst there is no obligation on us to publish our information regarding compliance with the Public Sector Equality Duty Statement due to the size of our workforce, we will ensure that all information we collect under 3.6 and 3.7 will be used to inform our Accessibility Plan and a copy of our Accessibility Plan will be published annually identifying within it information demonstrating how the aims of the Public Sector Equality Duty Statement are being met.

6. MONITORING, REPORTING AND EVALUATION

Farmor's School recognises that monitoring is essential to ensure that pupils and staff are not being disadvantaged on the basis of any protected characteristic. We therefore monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations

Outcomes will be evaluated and reported to the governing board.
