

The Friary School

EQUALITY INFORMATION & OBJECTIVES



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

Legislation & 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](#) (June 2018).

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

Roles & Responsibilities

The Governing Body 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.

The Equality Link Governor is Nina Worrall and she 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.

The Designated Member of Staff for Equality is Matt Allman (Headteacher). He 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 the Equality Objectives.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every school year which includes reminders of our Equality Objectives.

The school's Designated Member of Staff for monitoring equality issues and the Equality Link Governor play a key role in this. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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; Eg - pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic; Eg - enabling Muslim pupils to pray at prescribed times.
- Encouraging people who have a particular characteristic to participate fully in any activities; Eg - 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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups; Eg - tracking incidents of homophobic or transphobic bullying.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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, PHSE, SMSC, British Values, tutor times and assemblies, but also activities in other curriculum areas. For example, as part of teaching and learning in Religious Education English/reading, pupils will be introduced a range of cultures.

- 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, cultural and social groups to speak at assemblies and events, 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 Focus Weeks cover a wider range of backgrounds and contexts, all students are encouraged to participate in such school initiatives, and parents and the wider community benefit from the promotion of knowledge and understanding of different cultures both directly and via our social media platforms.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach; for example, in obtaining and maintaining our Holocaust Beacon School Status and SMC Quality Award.

Equality Consideration 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 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 overseeing the activity and is stored electronically as part of our wider risk assessment procedures.

Equality Objectives

The following objectives are planned for February 2024 to July 2025:

Objective 1

To undertake an analysis of recruitment data and trends in regard to race, gender and disability by July 2024 and report on this to the Governing Body.

We chose this objective so that we could inform our understanding of the groups applying for roles in our school and counter-review this against our levels of recruitment. This will enable us to make informed decisions on interview shortlisting.

To achieve this objective, we plan to keep a record of selections and appointments in terms of protected characteristics and this will be built into our Workforce Census.

Our progress towards meeting with objective will be presented to the Governing Body on an annual basis.

Objective 2

To have in place a reasonable adjustment agreement for all staff with disabilities by July 2025, and to review all existing arrangements, to meet their needs better and make sure that any disadvantages they experience are addressed.

We chose this objective so that we can formalise existing arrangements and to bring clarity and opportunity for re-assessment to all staff who have a disability or a health condition which affects their work.

To achieve this objective, we plan to identify all relevant staff and to either review, or re-review, their support so that it is up-to-date and needs-based.

Our progress towards meeting with objective will be presented to the Governing Body on an annual basis.

Objective 3

To monitor the changing nature of our school intake due to migratory patterns affecting our locale and to ensure that appropriate and targeted support is put in place to facilitate their adaptation into the school community by July 2025.

We chose this objective as to respond to the changing nature of our community which brings differences in needs, expectations and engagement which we wish to bridge in an effective manner which brings successful outcomes for the children.

To achieve this objective, we will carefully monitor ethnicity patterns and target interventions to better support these groups in our school.

Our progress towards meeting with objective will be presented to the Governing Body on an annual basis.

Objective 4

To maintain a sustained focus on equalities in our Focus Week programmes (2023-2024 and 2024-2025) so that key themes related to protected characteristics are systematically addressed in our teaching with students, teachers and parents.

We chose this objective so that we could inform our community about our school's and society's expectations and responsibilities in supporting and interacting with different groups as we move towards sustaining and disseminating our inclusive community within our school and beyond our school gates.

To achieve this objective, we plan to devise and implement a rigorous programme within our Focus Weeks which targets all protected characteristics and informs our students, staff and parents of our approach and aspirations.

Our progress towards meeting with objective will be presented to the Governing Body on an annual basis.

Objective 5

To include the Disability Confident Scheme for people with disabilities symbol on all job adverts, application forms and information by July 2025, to help address the under-representation of people with disabilities in the school workforce.

We chose this objective so that we could effectively promote and encourage applications from individuals who live with a disability so that we can further develop ourselves as an inclusive employer but also work towards building a better representation of societal make-up within our staffing body,

To achieve this objective, we plan to adapt our application paperwork and promote awareness of senior decision-makers on recruitment within our school.

Our progress towards meeting with objective will be presented to the Governing Body on an annual basis.

Monitoring Arrangements

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

This document will be reviewed by our Governing Body at least every 4 years.

This document will be approved by Governing Body.

Links with Other Policies

This document links to the following policies and documents:

- Accessibility Plan
- Equal Opportunities Policy
- Equality Impact Assessment
- Risk Assessments

Reviewed By	Full Governors	Implementation Date	Feb 2024	Review Date	Sept 2025
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