



# EQUALITY INFORMATION OBJECTIVES POLICY

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Key document details

## **Statutory Policy**

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### Version Control

Version	Issue Date	Details – reason for issue/nature of change

***‘There is neither Jew nor Greek slave nor free, male nor female, for you are all one in Christ Jesus’ (Galatians 3:28)***

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## 1. Aims

Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with 'protected characteristics' is recognised in practice. (*Church of England 'Vision for Education' 2016*)

Our school aims to meet its obligations under the public sector equality duty 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
- [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 Board of Trustees 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 Executive Head

The equality link trustee is Natalie Hobkirk. 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 Trust Board regarding any issues

The Executive Head will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees

The designated member of staff for equality (AHT Teaching and Learning) will:

- Support the Executive Head in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link Trustee every term to raise and discuss any issues
- Support the Executive Head 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 Trustees 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 types of equality training that is provided to staff focuses on: supporting disadvantaged students; the impact of gender on learning; supporting students with learning and physical disabilities and issues relating to LGBTQ. It will also provide training on eliminating discrimination for all those (including staff, parents and carers) with 'protected characteristics: age, ethnicity and race, marriage and civil partnership, pregnancy and maternity, religion and belief
- The school has a designated member of staff for monitoring equality issues, and an equality link Trustee. They regularly liaise regarding any issues and make senior leaders and Trustees 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. ethnicity and race, pupils with disabilities, gay students who are being subjected to homophobic bullying, religion and belief, sexual identity and orientation, pregnancy and maternity.
- Taking steps to meet the particular needs of people who have a particular characteristic eg having a uniform that does not enforce gender stereotypes.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all students regardless of disability or income, to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students 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., declines in incidents of homophobic/ transphobic or racist bullying)
- 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, friendship and understanding of a range of religions, cultures and lifestyles 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 and through extra-curricular events such as the 'Multicultural fair' and 'Diversity Week'.

- Holding assemblies dealing with relevant issues. Students 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 working with the elderly through the community lunch activities that take place twice a year.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school Student Leadership Team has representatives from different year groups and is formed of students from a range of backgrounds. There are two sixth form student leaders dedicated to advancing the work on diversity. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents and previous students to promote knowledge and understanding of different cultures which leads to the formation of focus groups as appropriate.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach for example charities who work with disabled children (ORCHYD)

## 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 different sexualities

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 organizing the activity and is stored electronically with the completed risk assessment. (Appendix A)

## 8. Equality objectives

**Objective 1: To support students to improve reading in order to access the curriculum; this includes students with SEND.**

We have chosen this objective as data on entry shows a number of students who have a reading age below expected for their age.

To achieve this objective, we will:

- Implement reading and dyslexia 1:1 support for students who have particular difficulty with reading, to equip them to access the secondary curriculum more effectively.
- Implement teaching and classroom strategies to ensure that all students are equipped with strategies to read independently, with a particular focus on those recommended for dyslexic students, such as PQRST and clear presentation of visual material.

- **Objective 2: To support and develop the work of the LGBTQ+ group (The Big Q)**

**To achieve this objective, we plan to:**

- Develop the work of The Big Q to provide a safe environment within school for the LGBTQ+ community to meet and discuss issues in a non-threatening environment.
- Provide information to staff through briefings and training to enable them to support our LGBTQ community and challenge homophobic and transphobic bullying
- Change the signage for the disabled toilets to show they are genderless.

## 8b. Equality and Diversity

### In addition, we continue to work on raising awareness and taking action against the issues raised by the 'Black Lives Matter' movement

We have continued to choose this as a focus because we want to ensure that every one of our students feels like they are heard, valued and an aspirational member of our school community. Furthermore, we ensure we play the strongest role we can in developing our students to be citizens who fight for justice and stand up for equality.

To achieve this, we are working with staff, students and the Centre for National Diversity to implement our action plan for change. Which includes:

- Creating a staff focus group to work with staff and students to raise awareness of issues relating to 'unconscious bias's in language and actions.
- Review and evaluate our curriculum to ensure there is cultural balance, accurately reflecting our society and our students
- Use our appointed student leader to oversee diversity to lead on awareness raising initiatives such as 'Black History Month'
- Plan and deliver assemblies/form time /PSHE activities which give students the opportunity to discuss issues relating to race and ethnicity.
- Incorporate the 'Halo code' into our uniform policy.

## 9. Monitoring arrangements

The Curriculum Community Committee (CCC) will update the equality information we publish, at least every year.

This document will be reviewed by The Curriculum Community Committee (CCC) at least every 2 years.

This document will be approved by The Curriculum Community Committee (CCC)

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment /Trips

## 10. Equality Information for the school

BISHOP RAMSEY CHURCH OF ENGLAND SCHOOL ETHNIC ORIGIN AND GENDER AUTUMN 2022	
STUDENTS	STAFF

Ethnicity	Group Size	Ethnicity	Group Size
Afghan	2	White - Irish	5
African Asian	2	White - British	98
Albanian	1		

Any Other Asian Background	6	Information Not Yet Obtained	35
Any Other Black Background	7	Indian	12
Any Other Ethnic Group	1	Any Other Asian Background	3
Any Other Mixed Background	7	White Other	3
Any Other White Background	8	Black Caribbean	4
Arab Other	1	Any Other White Background	4
Asian and Any Other Ethnic Group	6	White and Black Caribbean	1
Asian and Black	2	Pakistani	1
Bangladeshi	2	Any Other Ethnic Group	5
Black - African	10	Any Other Mixed Background	1
Black - Congolese	3	Any Other Black Background	1
Black - Ghanaian	3	Black - African	1
Black - Nigerian	14	Refused	2
Black - Somali	2	White and Asian	1
Black and Any Other Ethnic Group	28		
Black Caribbean	57		
Black European	2		
Chinese	2		
Chinese and Any Other Ethnic Group	7		
Egyptian	6		
Filipino	2		
Greek	1		
Greek Cypriot	2		
Hong Kong Chinese	1		
Indian	29		
Information Not Yet Obtained	17		
Iraqi	2		
Lebanese	1		
		<b>Sum:</b>	
		<b>171</b>	

Moroccan	1	
Other Asian	17	
Other Black	2	
Other Black African	61	
Other Ethnic Group	4	
Other Mixed Background	33	
Other White British	19	
Pakistani	3	
Refused	7	
Sri Lankan Other	3	
Sri Lankan Tamil	6	
White - British	30	
White - English	581	
White - Irish	29	
White - Welsh	1	
White and Any Other Asian Background	24	
White and Any Other Ethnic Group	26	
White and Asian	2	
White and Black African	15	
White and Black Caribbean	48	
White and Chinese	1	
White and Indian	3	
White Eastern European	60	
White European	4	
White Other	48	
White Western European	9	
	<b>Sum:</b>	
	<b>1,271</b>	





## Appendix A

## Equality Impact Assessment Form

Name of Activity/Trip	
Summary of Objectives	
Who has been involved in the planning of the activity/trip?	
Who will be taking part in the activity/trip in the activity?	
How will the impact of the activity/trip be monitored?	
Is there a potential for a positive/negative impact on a 'Protected Characteristic group'?	
What evidence do you have to support this?	
What actions will you put in place to address negative impacts?	

**Protected Characteristics**

Age

Disability

Ethnicity/Race

Gender

Gender Reassignment

Marriage and Civil Partnership

Pregnancy and Maternity

Religion and Belief

Sexual Identity and Orientation

Completed by:

Date

Approved by:

Date: