



Sheerness West Federation

PUBLIC SECTOR EQUALITY DUTY & EQUALITY OBJECTIVES

July 21

Review: September 25

"Dreams Come True With A Positive View"

Policy Review Process	
Frequency of Review	Every 4 Years (Publish Annually)
Reviewed	July 21
Reviewed By	Mrs A Pattenden
Next Review Date	September 25

Policy Status	<i>Statutory</i>
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Policy Approval			
Policy to be approved by:		<i>Governing Body</i>	
Title	Name	Signed	Dated
Chair of Governing Body	Mr K Mackness		
Executive Headteacher	Mrs A Pattenden		
Head of Rose Street	Mrs S Mackay		
Head of West Minster	Ms H Brewer		
Date Policy Ratified by Governing Body / FLT			Click here to enter a date.

This document is stored electronically in Office 365 and can be printed on request.

All due regard has been given to the Equality Act 2010 when creating the terms and conditions of this policy.

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Aims

Sheerness West Federation 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
- Fostering good relationships
- Advance equality of opportunity

We will not discriminate against, harass or victimize any pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or Belief
- Sexual Orientation
- Gender Reassignment
- Pregnancy or Maternity
- Marriage or Civil Partnership

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our federation is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

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](#).

Roles and Responsibilities

The Governing Body

- Ensure that the equality information and objectives set out in this statement are published and communicated throughout the school, including all staff, pupils and parents and that they are reviewed and updated at least once every four years
- Delegated responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher

The Executive Headteacher

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

- Attend appropriate training and share with staff as relevant

The Head of School (Rose Street & West Minster)

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Executive Headteacher in identifying any staff training needs, and deliver training as necessary
- To act as the designated member of staff responsible for equality

All Staff

- All staff are expected to have due regard for this document and to work to achieve the objectives set out within it

Eliminating Discrimination

The Federation 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 staff briefings or training meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The Head of School at each school is designated to monitor equality issues. They regularly liaise with the Executive Headteacher regarding any issues and make senior leaders and governors aware of these as appropriate.

We believe that a greater level of success from pupils and staff can be achieved by remembering and believing that all of us are unique individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of our schools. This environment will be achieved by:

- Being respectful
- Always treating members of the school community fairly
- Developing an understanding of diversity and the benefits it has
- Adopting an inclusive attitude
- Adopting an inclusive curriculum which is accessible to all
- Encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts; we challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. When we challenge; and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Advancing Equality of Opportunity

As set out in the DfE guidance on The Equality Act 2010, the federation aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people which are connected to a particular characteristic they have (e.g. 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in school clubs)

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

- Collect certain data each academic year showing how pupils with different characteristics are performing, and this will be shared with Governors
- 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 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 federation 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 Relationships and Sex Education (RSE), Religious Education (RE) and Personal, Social, Health and Economic Education (PSHE), but also activities in other curriculum areas e.g. as part of teaching and learning in English / reading, pupils will be introduced to literature from 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 groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with the tensions between different groups of pupils within the school. 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 school activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

Equality Consideration In Decision Making

The federation ensures it has due regard to equality decisions whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups.

e.g. 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 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 with the completed risk assessment.

Equality Objectives

Objective 1

To continue to reduce the gap between those pupils in receipt of Pupil Premium Grant and other pupils so that ALL children can achieve their maximum potential and are well prepared for the next stage in their education

Objective 2

To increase participation in school and public life

Objective 3

To identify and work to remove known barriers to successful learning that our students face on a daily basis, ensuring they make progress in their learning commensurate with their potential

How we will achieve our objectives:

- By providing questionnaires to pupils, staff, parents and stakeholders. We then analyse responses which, as appropriate, can lead to the identification of development priorities
- Collecting data and monitoring progress and outcomes of different groups of pupils. The data will then be used to support Federation improvement. We publish to staff an analysis of standards reached by different groups at the end of each term
- Ensuring equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation / learning as necessary
- Using a range of teaching strategies that ensures we meet the needs of the pupils
- Ensures a wide range of learning resources which will help support the pupils in all aspects of their learning
- Plan a variety of different learning and enrichment opportunities for all pupils to access on and off either school site

Dealing With Prejudice

We do not tolerate any form of prejudice related incident. Whether direct or indirect, we treat discrimination against all members of our Federation with the utmost severity. When an incident is reported, through our reporting procedure, our Federation is clear that we will ensure appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behavior

The Federation's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example

The Federation's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

Equality And Dignity In The Workplace

We do not discriminate against staff with regards to their:

- Age
- Disability
- Gender Reassignment
- Marital or civil partnership status
- Pregnancy or maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the Federation community. All staff members are obliged to act in accordance with the Federation's various policies relating to equality.

All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action. This extends to redundancy procedures as well.

Prejudice is not tolerated and we continuously work to promote accepting and respectful environment for our community.

Monitoring Arrangements

The Executive Headteacher will review and potentially update the equality information we publish in this document annually ensuring it remains in line with current guidance. Equality Objectives require review every four years.

This policy will be reviewed by the Governing Body at least every 4 years