



# **Equality and Diversity Objectives**

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<b>Owner:</b>	<b>Siobhan Evans – Principal</b>

# Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity .....	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making .....	5
8. Equality objectives .....	6
9. Monitoring arrangements .....	8
10. Year 1 Review of 4 year objectives set in 2021-22.....	8
11. Links with other policies .....	8

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## **1. Aims**

Ashlawn School is committed in its pursuit of *equality of opportunity* and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity. This commitment is underpinned by the Transforming Live's Educational Trust's core values of loyalty, excellence, courage, tenacity and kindness by promoting and achieving equality of opportunity for all students, parents, staff, those in a governance role, visitors and job applicants. It is also underpinned by the School's core Values of Community, Aspiration, Respect and Excellence. The School and Trust is therefore committed to a policy and practice which provides a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

Ashlawn School does not discriminate against staff on the basis of their gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age. The Equality Act 2010 prohibits discrimination, harassment and victimisation in employment, and the principles of non-discrimination and equality of opportunity also apply to the way in which staff, trustees and governors treat students, parents, visitors, suppliers and former staff members. All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not discriminate against or harass other members of staff, regardless of their status. This policy applies to all aspects of the Trust's relationship with staff and to relations between staff members at all levels.

This includes but is not limited to:

- Job advertisements
- Recruitment and selection
- Training and development
- Opportunities for promotion
- Conditions of service
- Pay and benefits
- Conduct at work
- Disciplinary and grievance procedures
- Termination of employment

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
- [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](#).

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

## **3. Roles and responsibilities**

The Academy Improvement Management (AIM) 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, students 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 Principal

The equality link governor is Duncan Mills. They will:

- Meet with the designated member of staff for equality at least half-termly, 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 Principal will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

A designated member of staff for equality will be appointed in the academic year 2022-23 to:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every half term to raise and discuss any issues.

- Support the Principal 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 AIM Board Partners 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 January.

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 (e.g. pupils with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling trans or non-binary students to access private toilets or changing room spaces.)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils 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 pupils 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 or transphobic 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 tolerance, friendship and understanding of a range of religions and cultures 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
- 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 tensions between different groups of pupils within the school. For example, our school student 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 also work with parents to promote knowledge and understanding of different cultures
- We have developed 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

## **8. Equality objectives**

<b>Objective</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Responsible</b>	<b>Completion Date</b>
The needs of all users are taken into account when developing policies and procedures.	All Academy policies, including staff policies, reflect the needs of all users.	When policies are reviewed, consideration is made of the impact of the policy on individuals with any protected characteristics in line with the Equality Act 2010 and other relevant legislation and regulation.	Policy lead AIM Board partners Trustees CFO	In line with existing policy review dates
Continue to employ robust systems of monitoring student data to actively reduce attainment gaps in groups of students	Data analysis will allow monitoring at individual, class, year and school level. Identify groups and individuals at risk of underachievement and plan interventions.	Continuously monitor student progress through systems such as SISRA. Data to be regularly and systematically monitored at teacher, Head of Subject/Faculty and Senior Management level. Identify and implement relevant intervention strategies.	Teacher Head of Department Head of Faculty Senior Leaders AIM Board partners as applicable	Ongoing
To continue to develop student understanding of tolerance and respect for others through the promotion of British values across the curriculum. To treat all users with tolerance and respect.	Students exposed to different cultures, faiths, religions through first hand experiences, through the wider curriculum, discrete subjects and the wider world.	Use of the school's values CARE (Community, Aspiration, REspect and Excellence) in line with the rewards policy. Ensure all incidents of a sexist, homophobic, racist nature are dealt with swiftly, sanctioned and then re-educated accordingly and the necessary support given to the victim	All school staff	Ongoing

Objective	Success Criteria	Actions	Responsible	Completion Date
Provide training to address unconscious bias for all staff and AIM Board partners on equality and diversity.	All staff and AIM Board partners aware of their responsibilities under relevant legislation.	Equality and Diversity training to be delivered annually to all staff and AIM Board partners. Training on specific characteristics to be provided as appropriate, to ensure that all staff and AIM Board partners are able to meet their responsibilities and support any additional needs.	SLT	Annually (January Training Day)
To ensure that the school makes provision for users with disabilities.	Appropriate alternative provisions are made available to those who require them.	To consider the needs of others in a variety of means be that accessibility, communication.	SLT SENCO LDD department	Ongoing
Support and develop provision for students for whom English is an additional language.	Students are supported and interventions are put in place to ensure their full participation in the curriculum and wider school activities.	All EAL students will have an action plan with appropriate support in place. This may include 1:1 TA support, language coaching or translator services, or other support as appropriate.	LDD MFL faculty Examinations Team	Ongoing
To review relevant school policies to ensure they reflect the aim of inclusivity	All policies take equality and diversity into account	All policies in the school are written and reviewed in line with the objectives and terms laid out in the equality and diversity policy	SLT AIM board as appropriate	Ongoing

## **9. Monitoring arrangements**

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

## **10. Year 1 Review of 4 year objectives set in 2021-22**

Completed September 2022:

Good progress is being made in all areas according to the success criteria identified above.

Knowledge of what protected characteristics are, has been embedded in the Personal Development Curriculum across staff and pupils through our assembly, Life Skills/PSHE and staff wellbeing programmes. Equal opportunities and equity are monitored by TLET HR. We will soon receive reports from the Every HR workflow system that give anonymised information that will support us with a new objective of responding to any potential unconscious bias that may be implied by the reporting if necessary.

Staff received Equality and Diversity Training last academic year for the first time delivered by the HR Department, an external provider. Equality and Diversity Training will now be included in all new staff induction activities through the School Training packages available to all staff and updated at the annual training day in January.

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Code of Conduct
- Behaviour and Anti-Bullying Policy
- Safeguarding and Child Protection Policy