



## Equality information and objectives The Viaduct Federation

**Approved by:** The Governing Board

**Date:** 12<sup>th</sup> February 2020

**Last reviewed on:** N/A

**Next review due by:** Spring 2024

## Contents

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

---

## 1. Aims

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 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](#).

## 3. Roles and responsibilities

The governing 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, 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 headteacher

The governing board will:

- 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

The headteacher will:

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

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

## **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. 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 the full range of school societies)

## **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 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 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

## **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

**Objective 1:** To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging school visits and school-based activities;
- Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

### **Why have we chosen this objective?**

The school has an increasing number of pupils with Special Educational Needs and Disabilities.

### **How will this be measured and evaluated?**

Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. Senior Leaders will monitor relevant paper work to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

**Objective 2:** To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum.
- Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our school rings.
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

### **Why have we chosen this objective?**

Currently, there is a mix of ethnic groups within the schools, there is also a representation of pupils from different groups including both genders, pupils with a disability and pupils from different faiths.

### **How will this be measured and evaluated?**

Leaders will monitor coverage of equalities through curriculum monitoring and assembly monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Reporting on equalities information through reports to full governing bodies and teaching and learning curriculum. Behaviour records will be monitored and where there are concerns, these will be addressed with follow up support to individual pupils.

## 9. Monitoring arrangements

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by the governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan

- Risk assessment