

# EQUALITY INFORMATION & OBJECTIVES POLICY

**Last Reviewed** – January 2024

**Next Review** – January 2025

**Review Information** – Annually or following a change in legislation

Read and signed by

**Richard White, Chair of Managing Council**

**Date:**

## REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
V10	HM	January 2024	Review following EDI ISA training (Jan 24) and with consideration for EYFS Statutory Framework, Dec 2023	LTE/HM
V9	HM/ManCo	December 2022	Reviewed by relevant staff with reference to the NMS	LTE/HM
V8	HM/ManCo	November 2021	Reviewed by relevant staff. Check through of corresponding forms and paperwork. Merged Equality and Inclusion Policies	LTE/HM
V7	HM/ManCo	September 2019		HM/LTE

## DOCUMENTS & GUIDANCE USED IN REVIEW PROCESS

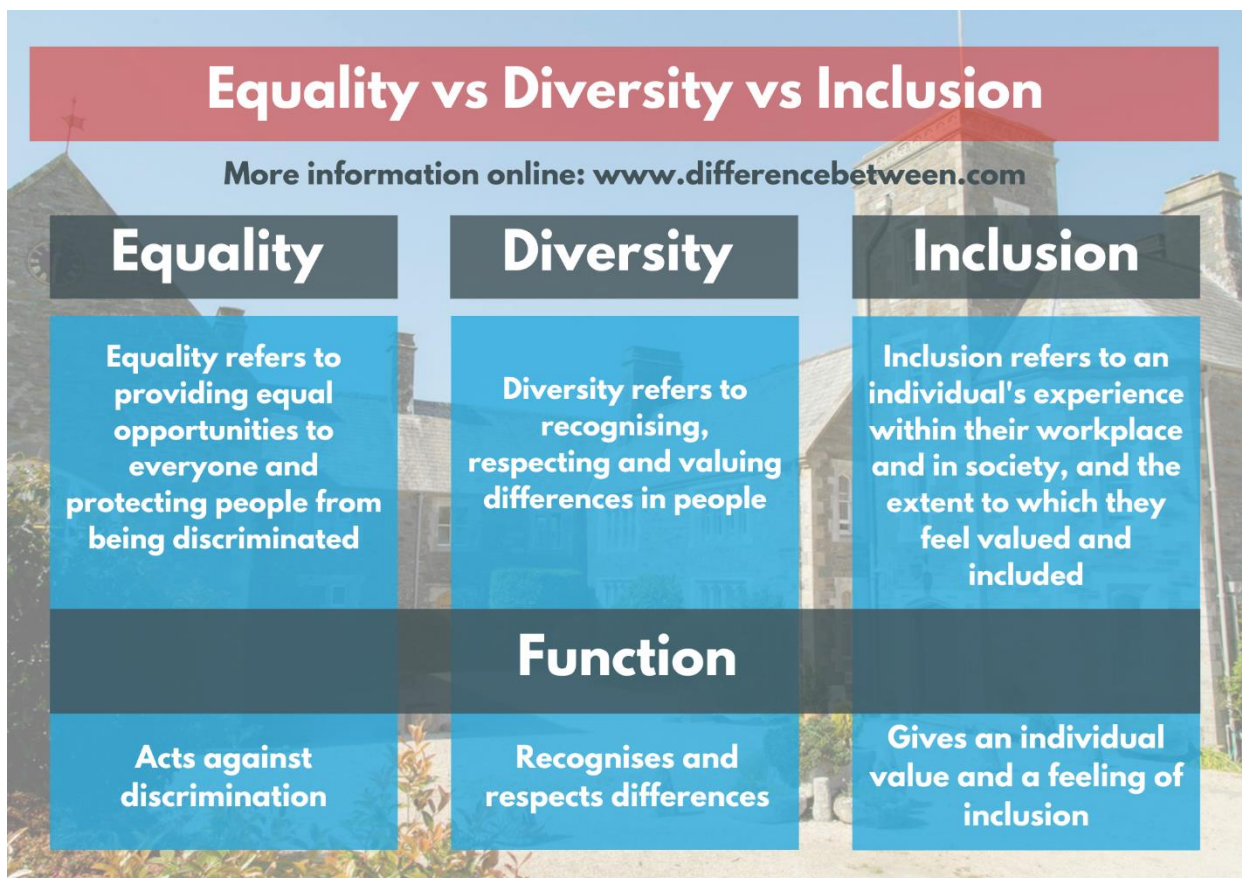
Document/Guidance	Date
EDI ISA Training, January 2024	January 2024
EYFS Statutory Framework, Dec 2023	January 2024
Working Together to Safeguarding Children, 2023	January 2024
NMS for Boarding 2022	December 2022
DfE guidance: The Equality Act 2010 and schools, 2018	November 2021
Education and Inspections Act 2006	November 2021
The Education (Independent School Standards) (England) Regulations 2014 (January 2015)	November 2021
The Equality Act 2010	November 2021
Human Rights Act 1998	November 2021

## TO BE READ IN CONJUNCTION WITH:

Document/Guidance
Child Protection & Safeguarding Policy (including Safer Recruitment Policy)
Accessibility Policy
Behaviour, Rewards & Exclusions Policy

SEND Policy and SEND Offer for Parents
Admissions Policy
Anti-Bullying Policy
Life Skills Policy
EYFS Policy
English as an Additional Language Policy
Complaints Procedure
Staff Code of Conduct
Performance Management Policy
Staff Induction Policy
SMSC Policy
Potential High Achievers Policy
Attendance Policy
Supporting Children with Medical Conditions Policy
Careers Guidance Policy
Assemblies & Collective Worship Overview
Risk Assessment Policy
Educational Trips and Visits Policy
Assessment Policy
Teaching & Learning Policy
Curriculum Policy

The difference between equality, diversity and inclusion are illustrated in this diagram:



Polwhele House is committed to giving equality of opportunity to all members of its community, both students and adults. We celebrate the diversity of our community members and recognise, respect and value difference. We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life.

Polwhele House School prides itself on being an inclusive, tolerant organisation and a diverse community; it is firmly committed to promoting equal opportunities to all current and prospective members of the community. It is committed to providing an environment that is free from unlawful or unfair direct or indirect discrimination on the grounds of age, race, ethnicity, gender, sexual orientation, disability or religious beliefs or other personal or cultural/linguistic characteristics but aims to create the conditions whereby pupils and staff are treated solely on the basis of their merits and potential.

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## 1. 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

Our school aims to promote respect for difference and diversity in accordance with our aims, values and ethos:

- Promote the concept of equality of opportunity throughout the whole school community;
- Deal with incidents where there has been breach of this policy promptly and in a sensitive manner;
- Strive to create an environment that is free from harassment or intimidation;
- Develop an understanding of, and promotion of, human equality and equal opportunities;

- Promote good relations and celebrate the diversity between members of different racial, cultural and religious beliefs, linguistic backgrounds and communities;
- Make provision for and monitor the particular needs of gender reassignment, sexual orientation, race, age and SEND;
- Enable pupils to take responsibility for their behaviour and relationships with others and to challenge stereotyping and prejudice whenever it occurs;
- Actively promote and develop pupils' understanding of British Values and Protected Characteristics;
- Ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve;
- Remove any barriers to learning and participation which can hinder or exclude individuals or groups within the school community including in creative or sporting pursuits.
- and also in the light of statutory changes or when an incident has occurred which necessitates a change to policy and procedures.

## 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 Managing Council 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 member of the Managing Council with responsibility for Equality, Diversity and Inclusion/equality link governor is Paul Spencer-Ellis. 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 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 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 children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class.

**Teaching staff will ensure that all children:**


- Feel secure and know that their contributions are valued;
- Have opportunities and are encouraged to appreciate and value the differences they see in others;
- Experience success;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping or tokenism;
- Have a common curriculum experiences that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully, regardless of disabilities or medical need.

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 governors 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 at the start of each academic year.

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.

Our School Council discuss Equality, Diversity and Inclusion as part of their agenda. Our Life Skills Curriculum and wider provision provides multiple and regular opportunities for our pupils to reflect on equality, diversity and inclusion. See Life Skills Curriculum and related documentation.

Owing to the nature of the school buildings, not all rooms are fully accessible. Where necessary, the rooming timetable will be adjusted (whether temporarily or permanently) in order to allow all pupils and staff full equality of opportunity.

Although Polwhele House has Christian roots, the School does not select for entry on the basis of religious belief, and it welcomes pupils of all faiths and none, and it offers the opportunity for pupils to practise their own faiths.

The Head will consider written requests from parents/carers for variations in the uniform on religious grounds that are consistent with the School's ethos and its policies on health and safety. The Head may take expert advice and will normally arrange to meet with the parents/carers to discuss the implications of such a request. The Head will also meet with parents who have concerns around uniform for reasons of gender identity or sensory issues; these will be dealt with sensitively on an individual basis.

## 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 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)
- In fulfilling this aspect of the duty, the school will:
  - Publish attainment data each academic year showing how pupils with different characteristics are performing
  - Analysing 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 (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 RS and Life Skills 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 play a proactive role in such assemblies and we will also invite external speakers to contribute to our SMSC provision
- 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 our co-curricular clubs. We also work with parents to promote knowledge and understanding of different cultures through our school events, Polwheler magazine and home learning website.
- 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

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 part of the risk assessment process when planning school trips and activities. The Head's Proposal Form is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. EQUALITY OBJECTIVES

The SLT complete the Equity, Diversity and Inclusion Audit as recommended and shared by the ISA. This, as well as other statutory expectations and school needs, create the foundation for the Equity, Diversity and Inclusion action plan which sets objectives for the development of EDI across the school.

For the academic year 2023 – 2024 the main objectives are:


<b>OBJECTIVE</b>	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the Managing Council	To understand the diversity of our school team and act on trends or concerns as appropriate	<ul style="list-style-type: none"> <li>• Review recruitment data</li> <li>• Create a database of information</li> </ul>	
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	To ensure that all pupils are making good progress and achieving to their full potential	<ul style="list-style-type: none"> <li>• Collect, monitor and review pupil achievement through standardised testing in English, Maths &amp; Science</li> <li>• Collect, monitor and review pupil achievement through teacher assessment in all subjects across the curriculum</li> <li>• Use the data to create action points, plan and</li> </ul>	<p>Standardised data is reviewed on a yearly basis and reported to staff and the Managing Council with action points and intervention groups identified.</p> <p>Teacher assessment is reviewed on a termly basis and quality first teaching is reflected on by staff through a Pupil Progress Review.</p>



		provide intervention – academic support, pastoral care etc.	
To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including: gender; sexuality, race and religion.	To develop the focus on equality, diversity and inclusion (inc the protected characteristics) across the school, within the school staff and Managing Council and further promote EDI to our parents and school community, promoting tolerance, respect and compassion	<ul style="list-style-type: none"> <li>• Continue to develop opportunities for EDI to become an integral part of our curriculum and day-to-day running of the school</li> <li>• Monitor and analyse these opportunities to identify areas that should be explored according to our school needs as well as national and global issues</li> </ul>	Our Life Skills Curriculum includes links to the themes of equality, diversity and inclusion throughout and across the year. This is further enhanced and complemented by the assemblies and collective worship calendar and other school events. All subject curriculum documents include an EDI statement and staff are encouraged to plan experiences that take our children physically or imaginatively out of the classroom into the wider world.

## 9. MONITORING ARRANGEMENTS

- The Head will update the equality information we publish, [described in sections 4 to 7 above], at least every year.
- This document will be reviewed by the Managing Council at least every 4 years.
- This document will be approved by the Head and the member of the Managing Council with responsibility for Equality, Diversity and Inclusion.



**Created:** April 2011

**Reviewed:** April 2011, September 2011 (DM), Mar 2013 (SMT), Feb 2014 (SMT), March 2017, October 2017, September 2019, November 2021, December 2022; January 2024

**Review date:** Annually or following a change in legislation