



HONYWOOD SCHOOL POLICY DOCUMENT

Equality Information and Objectives Policy

Approved: Tim Styles (Chair of Governors)

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1. Equal opportunities statement

1.1 Honeywood School ("the Academy") is committed to promoting equal opportunities. Staff, workers, volunteers, learners, parents/carers, applicants and governors will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation ("Protected Characteristics").

2. Aims

2.1 This policy sets out our approach to equal opportunities and the avoidance of discrimination at the Academy. It applies to all current and prospective members of the Academy and, where appropriate, to all former members. The Academy 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

2.2 This policy covers all staff, workers, volunteers, learners, parents/carers, applicants and governors.

3. Legislation and guidance

3.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

3.2 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3.3 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3.4 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.

4. Roles and responsibilities

4.1 The governing body has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day-to-day operational responsibility for this policy has been delegated to the headteacher. 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, learners 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
- Assign an equality link governor
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

4.2 The equality link governor will:

- Meet with a 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 are 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

4.3 The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and learners
- Recruit a designated member of staff for equality
- Monitor success in achieving the objectives and report back to governors

4.4 The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and learners
- Meet with the equality link governor termly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

4.6 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4.7 All teaching and support staff must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote the School's aims and objectives with regard to equal opportunities. Senior staff should be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Headteacher has overall responsibility for equal opportunities training.

4.8 If you have any questions about the content or application of this policy, please contact the Headteacher.

4.9 Staff, workers, volunteers, learners, parents/carers, applicants and governors are invited to comment on this policy and suggest ways in which it might be improved by contacting the Headteacher.

5. Eliminating discrimination

5.1 The following forms of discrimination are prohibited under this policy and are unlawful:

- (a) Direct discrimination: treating someone less favourably because of a Protected Characteristic.
- (b) Indirect discrimination: a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others, and is not justified.
- (c) Harassment: this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- (d) Victimisation: retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
- (e) Disability discrimination: this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

5.2 The School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

5.3 Where relevant, the School's policies include reference to the importance of avoiding discrimination and other prohibited conduct.

5.4 Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a minuted meeting it should be recorded in the meeting minutes.

5.5 New staff should receive training on the Equality Act as part of their induction, and all staff should receive refresher training every three years.

5.6 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.

6. Advancing equality of opportunity

6.1 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. learners with disabilities, or learners 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of school societies)

6.2 In fulfilling this aspect of the duty, the School will:

- Record attainment data each academic year showing how learners 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)
- Record further data about any issues associated with particular protected characteristics, identifying any issues which could affect learners

7. Admissions

7.1 The School accepts applications from, and admits learners irrespective of, any Protected Characteristic and will not discriminate on these grounds in the terms on which a place is offered, subject to Section 8 below. Every application will be treated in a fair, open minded way.

7.2 The School's Admissions Policy reflects the School's approach towards equal opportunities and is consistent with this Policy.

8. Fostering good relations

8.1 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 the curriculum. This includes teaching in RE, assemblies and personal, social, health and economic (PSHE) education through the LS5 programme, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, learners will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Learners 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 learners within the school. All learners are encouraged to participate in the School's activities, such as sports clubs. The School will also work with parents to promote knowledge and understanding of different cultures.

9. Learners

9.1 The School promotes equal opportunities in the provision of education, the provision of benefits, access to facilities and services towards all learners irrespective of any protected characteristics.

9.2 The School will offer its learners access to all aspects of school life, both educational and non-educational including:

- (a) The way that the curriculum is taught to each learner, academic opportunities and vocational options
- (b) Tests and examinations
- (c) School uniform
- (d) Extracurricular activities organised by the Academy such as after school clubs
- (e) School trips
- (f) Facilities such as libraries, IT facilities and dining areas
- (g) Work experience and work placements
- (h) Careers education and information.

10. Disabilities

10.1 The School encourages anyone who is disabled or becomes disabled to inform us about their condition so that we can offer support as appropriate.

10.2 We will monitor the physical features of our premises to consider whether they might place anyone with a disability at a substantial disadvantage in gaining access to the curriculum. Where necessary and practical, we will take reasonable steps to improve access.

11. Equality considerations in decision-making

11.1 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 will consider whether the trip:

- Conflicts with any religious holidays
- Is accessible to learners with disabilities
- Has equivalent facilities for both sexes and is gender sensitive

11.2 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 organising the activity and is stored with the completed risk assessment.

12. Exclusions

12.1 The School recognises its duty not to discriminate against any learner in respect of the Protected Characteristics in relation to any action it might take to exclude a learner.

12.2 The School's Exclusion Policy reflects the School's approach towards equal opportunities and is consistent with this policy.

13. Breaches of this policy

13.1 We take a strict approach to breaches of this policy. A careful note of any breaches will be taken and reported to the Headteacher who will decide on an appropriate course of action. In the case of learners this will likely be dealt with in conjunction with the Behaviour Management and Bullying Policy.

13.2 It will always be made clear to the individual concerned that their behaviour is unacceptable.

13.3 Incidents involving learners discriminating against or harrasing members of staff should be dealt with through the Behaviour Management and Bullying Policy.

14. Monitoring and evaluation

14.1 The policy will be informed by the views and aspirations of these various stakeholders and are reminded of their right at 4.9 of this Policy to suggest improvements.

14.2 This document will be reviewed and approved by the governing board at least every 4 years.

14.3 The School collects, studies and uses quantitative and qualitative data relating to the implementation of this policy, and makes adjustments as appropriate.

14.4 In particular, the School collects, analyses and uses data in relation to achievement. This is broken down as appropriate according to disabilities and special educational needs: ethnicity, culture, language, religious affiliation, national origin, national status and gender.

15. Equality objectives

15.1 The Equality Objectives have been produced taking into account all the Protected Characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. These equality objectives are published in keeping with the requirement to do so in the Equality Act 2010 and ensure protection from discrimination, harassment or victimisation on the grounds of specific characteristics including:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

15.2 As a public organisation, the School is required to:

- Have due regard to the Public Sector Equality Duty when making decisions, taking action or developing policy and practice
- Publish information to show compliance with the Public Sector Equality Duty
- Publish Equality Objectives which are specific and measurable

15.3 Honywood School Equality Objective 1

We will work to remove any barriers faced by individuals as a result of their protected characteristics. We will work with other stakeholders and agencies as appropriate to address individual needs, regardless of their characteristics.

15.4 Honywood School Equality Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.

15.5 Honywood School Equality Objective 3

Increase the representation of teachers, support staff and governors to reflect the diversity within the body of learners over a 4-year period (from this September to September in 4 years' time), so that these groups increase as a percentage of the teaching workforce and learners are able to better see themselves represented within the workforce.

15.6 Honywood Equality Objective 4

Continue to develop our systems to maintain high standards of behaviour and respect for others throughout the School and that any incidents of discrimination are recorded, monitored and addressed appropriately. Information will be reported to other stakeholders where appropriate.

Eradicate the use of discriminative language towards protected characteristics, in line with the equality act, in the school. Where any incidents occur of discrimination we will support both victims and perpetrators in addressing unacceptable discriminatory attitudes. Systems will be put into place to evaluate effectiveness of any intervention put into place.

Actively challenge all incidents of hatred or discrimination. Where appropriate we will work with the Police/Prevent in relation to such concerns.

15.7 Honywood Equality Objective 5

Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity and a cohesive community. The school will promote role models inside and outside the curriculum of different ability, gender, sexual orientation, race or religion or representing any protected characteristic. Provide opportunities for learners and staff to engage with members of the wider community and support raising awareness of different cultures, faiths and lifestyles.

Provide every opportunity for learners to embrace British Values; Democracy, Rule of Law, Respect and Tolerance, and Liberty. The school will support national events and themed weeks to promote equality and diversity; including but not exclusive to; Red Card Against Racism, Black History Month, Pride; Anti-homophobia week and anti-bullying week.

15.7 Honeywood Equality Objective 6

Ensure that appropriate intervention is put into place if necessary in order to overcome any barriers to learning, ensuring that there are purposeful means to evaluate effectiveness of the interventions, actions or support put into place to support all learners regardless of micro-populations.

16. Links with other policies

This document links to the following policies and documents:

- Accessibility plans
- Risk assessments
- SAT Equality and Diversity Policy
- Behaviour Management and Bullying Policy
- Exclusion Policy