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Prospect
School

EQUALITY DUTY AND OBJECTIVES

Staff Responsible	Deputy Headteacher
Date Approved by Governor Committee	March 2019

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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](#).

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

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, students 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 equality link governor 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 amongst staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff (Deputy Head Teacher Safeguarding and SEND) for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- 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 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 every September inset and as part of the new staff induction programme.

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 which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying) Pay attention to those students whose attendance is restricted by their disability to ensure they have the opportunities for catching up on academic work and school societies or other extra-curricular activities
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. the provision of a Multi-Faith Prayer Room so students are able to pray or reflect in accordance with their beliefs, having gender neutral toilets so students do not have to make a binary choices about which to use)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students 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 students 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 students

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, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students 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 students within the school. For example, Prospect Parliament has representatives from different year groups and is formed of students from a range of backgrounds. All students 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 students 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 the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

It is our aim that all students and staff are aware of and actively prevent any sort of discrimination against protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Through our School Improvement and Development Plan, we will take action to ensure that this is achieved:

8.1 To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Prospect School is proud of its diverse student population and recognises that we will need to celebrate this and promote tolerance and understanding if we are to prepare our students for life in modern Britain and maintain a harmonious school. We will promote cultural

understanding and awareness through assemblies, PSHE, RE and one-off curriculum events. Respect for others is one of the foundations of our Behaviour for Learning Policy.

8.2 To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with Special Educational Needs.

We recognise that extra-curricular activity is a benefit to all students and that SEND students may traditionally be under represented at these activities. The SENCo will monitor this and actively encourage students to participate in these activities. SEND students and parents will be alerted to the extra-curricular programme. Where possible support to attend will be provided.

8.3 To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with Special Educational Needs and disabilities, Looked After Children and students from different heritage groups.

Traditionally there are gaps in the performance of these groups of students.

8.4 To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Prospect is a large school with many narrow corridors and lots of stairwells. It is important that the barriers to accessibility are known and addressed, where possible.

The Student Services Team make the Site Team aware of any accessibility issues, who, where practical, then plan alterations. For example, visitors and staff are asked about accessibility needs before attending interviews and these are addressed on an individual basis. To further develop these practices the school will develop our Accessibility Plan.

8.5 To endeavour to ensure that the staff body is reflective of the local community.

Prospect School is proud to have a diverse staff and student population and recognises that we will need to celebrate this and promote tolerance and understanding if we are to prepare our students for life in modern Britain and maintain a harmonious school.

We do not positively discriminate when employing staff, but we do monitor the diversity and gender balance.

8.6 To monitor and reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

This will be addressed through assemblies, PSHE, RE and one-off curriculum events. Respect for others is one of the foundations of our Behaviour for Learning Policy. As Stonewall School Champions, we are actively committed to ensuring that our LGBTQi students feel safe, included and protected in our school.

9. Monitoring arrangements

The Key Stage Governor Committee will update the equality information we publish, at least every year.

This document will be reviewed by the Key Stage Governor Committee at least every 4 years.

This document will be approved by Key Stage Governor Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Trips and visits
- SEND