



**FORGE
VALLEY
SCHOOL**
& SIXTH FORM

EQUALITY INFORMATION & OBJECTIVES POLICY

Date of Issue:	March 2024
Member of Staff Responsible:	Mr. Barrowclough, Headteacher
Ratified on:	April 2025
Ratified by:	Full Governing Body: <i>S. Andrews</i> Mr S Andrews Chair of Governors
Review Date:	April 2026

Version	Section	Amendments	Date	Authors

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We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



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

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
- 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 Equality link Governor is Dr Femi Owolade. 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

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. We provide all staff with training as part of the induction process. Staff are updated regarding any changes to regulation and policy.

The school has a designated member of staff, the Headteacher Mr Barrowclough, for monitoring equality issues, and an equality link governor, Dr Femi Owolade. 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, pupils who are being subjected to bullying due to their religion or belief or race, sex, sexual orientation, sexual orientation or gender reassignment)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling 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
- Analyse 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 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 may include 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. All pupils are encouraged to participate in the school's activities, such as extra curricular clubs.



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

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 governing board.

Why we have chosen this objective: The school serves a predominately white British community and therefore wants to ensure a diversity amongst staff to reflect the population of modern Britain.

To achieve this objective, we plan to: Ensure that our recruitment processes are committed to the recruitment that reflects the diversity of modern Britain.

Objective 2

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

Why we have chosen this objective: We want to ensure that disability is not a barrier to any person wanting to work at Forge Valley and also staff currently working at the school. To achieve this objective, we plan to: Continue to update our accessibility plan and to work closely with all staff who have disability to ensure adjustments are in place.

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: We are committed to ensuring that discrimination does not take place during the recruitment and selection of staff

To achieve this objective, we plan to: Ensure all staff involved in the recruitment and selection of staff have been trained to ensure equal opportunities and non-discrimination

9. Monitoring Arrangements

The Headteacher will update the equality information we publish, as [described in sections 4 to 7 above, at least every year. Alongside Trust reporting, the school analyses data regarding equality, e.g. staff pay progression This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Full Governing Body.

10. Links with other Policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy