



Spa Bermondsey Equality information and objectives

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1. Aims

Spa Bermondsey 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:

SSB Equality Information and
Objectives: First written Oct 2020

Last reviewed Oct 2021

- [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 trustees 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
- 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 pupils
- Monitor success in achieving the objectives and report back to governors

The SMT will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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.

Commitment to advancing equality of opportunity is established as part of our recruitment process.

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)

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 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 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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes 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. We also work with parents to promote knowledge and understanding of different cultures

- Prompting anti-ableism and engaging in outreach work with the local community or promote a better understanding of autism
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, including being part of a project with the Welcome Collection.

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
- Is accessible to all of our pupils, including those with more complex needs
- Has equivalent facilities for boys and girls

8. Equality objectives

The following objectives were set in October 2020 and will be reviewed no later than October 2024

Objective 1: *Undertake an annual analysis of recruitment data and trends with regard to race, gender and disability and report on this to board of Trustees.*

Why we have chosen this objective: to identify patterns and trends to be addressed within the SDP

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: to demonstrate an inclusive workforce and to demonstrate our commitment to Disability Confident

Objective 3: *Increase the representation of teachers from local black and minority ethnic communities*

Why we have chosen this objective: To reflect the diversity of the Southwark community in our staffing structure

Objective 4: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination*

Why we have chosen this objective: increase shared understanding

Objective 5: *To review the curriculum annually with subject leads to ensure that there is a range of teaching about a wide range of cultures specific to our local community*

Why we have chosen this objective: to ensure that our curriculum reflects the diversity of pupils and our local community

9. Monitoring arrangements

The trustees will update the equality information we publish least every year.

This document will be reviewed by the trustees through the Operations Committee at least every 4 years.

This document will be approved by the Operations committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy and Information Report