



**St. Nicholas School Canterbury**

## **EQUALITY INFORMATION**

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<b>Governing Body Committee</b>	<b>FGB</b>
<b>SLT responsibility</b>	<b>Stephen King</b>
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## **EQUALITY INFORMATION AND OBJECTIVES**

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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

### **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 Moira Lindsay. They will:

- Meet with the staff equality and diversity party twice per year, 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 equality and diversity working party 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 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 2 years on a dedicated staff development day.

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 year 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, 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/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 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 class groups and is formed of pupils from a range of backgrounds. All pupils 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
- 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 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**

### **Priority Outcome (2022 – 2025)**

During the next three years St. Nicholas School will promote equality of opportunity between all people regardless of their sex, race/cultural heritage, age, gender, abilities, marital status, sexual orientation or maternity status; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by all people in public life and take steps to meet all (disabled) people's needs, when this requires more favourable treatment. (see Equality Action Plan)

#### **Objective 1**

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2025, and report on this to the F & R sub-committee of the governing board. Why we have chosen this objective: to widen the diversity of our teaching staff team.

To achieve this objective we plan to: ensure that we have a more representative profile of staff.

Progress we are making towards this objective: A diversity map of our staff is being drawn up by July 2024.

#### **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: to ensure that all staff who have disclosed physical, sensory or mental health needs have them met.

To achieve this objective we plan to: ensure that all staff who have shared physical, sensory or mental health needs are provided with both a risk assessment and plan to meet their needs.

Progress we are making towards this objective: All staff who have already shared needs are having a RCRA review by the end of September 2024.

#### **Objective 3**

Increase the representation of our reading materials, celebrations & festivals and curriculum enrichment activities on offer to all pupils.

Why we have chosen this objective: to more accurately reflect the cultural diversity of our pupil cohorts.

To achieve this objective we plan to: ensure that the religion and cultural heritage of each pupil group is represented across the year in our activities, resources and reading matter.

Progress we are making towards this objective: A diversity map of our staff is being drawn up by July 2024.

#### **Objective 4**

(See Equality Action Plan)

### **9. MONITORING ARRANGEMENTS**

The equality and diversity working party will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by headteacher at least every 4 years.

This document will be approved by the LCS committee of the governing body.

### **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all
- Foster good relations, and create effective partnership with all sections of the community
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

### **LINKS TO OTHER POLICIES**

- Behaviour/Safeguarding
- Community Cohesion
- Curriculum policies. Teaching and Learning, Monitoring and Evaluation
- Confidentiality/Whistleblowing
- Safer Recruitment/Race Equality
- Website management
- Anti-bullying/reporting racial incidents/sexual harassment
- Code of conduct
- Single Equality Policy
- Accessibility Action Plan
- Equality Action Plan

Appendix A – Profile of student body (Gender/Age/Sexual Orientation/Cultural Heritage)  
Appendix B – Profile of out teaching staff team (Gender/Age/Sexual Orientation/Cultural Heritage)  
Appendix C – Profile of Governing Body (Gender/Age/Sexual Orientation/Cultural Heritage)