



Equality information and objectives

Windmill Primary School

Key Manager	Principal
Ratified by Trust Board	Winter 2019
Review Dates:	Winter 2023
Location of Policy:	Trust Intranet
Access to Policy:	Open
Policy Context:	This Policy applies to all staff of the Nene Education Trust.

Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
16/10/2019	New policy			Trust Board
Winter 2023				

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1. Aims

Our academy 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](#).

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 academy, 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 Principal

All academy 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 academy 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. Academy outcomes and process are monitored to evaluate their impact on different groups and action taken to reduce gaps.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy 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 students 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 students to pray at prescribed times)
- 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 academy societies) In fulfilling this aspect of the duty, the academy 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 academy 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
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the academy. All students are encouraged to participate in the academy 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 academy ensures it has due regard to equality considerations whenever significant decisions are made. The academy always considers the impact of significant decisions on particular groups. For example, when a academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays

- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

- a) Reduce the number of fixed term and permanent exclusions for SEN pupils and those eligible for pupil premium funding.
- b) All Academies will be able to demonstrate that the gap between disadvantaged young people and all pupils is closing. (Academic outcomes, attendance and attitudes)
- c) To promote cultural understanding and awareness and tolerance of different relationships, religious beliefs and cultures within our academy communities.
- d) To promote mental health awareness and develop appropriate interventions where necessary.
- e) Continue to improve accessibility across academy sites for students, staff and visitors with disabilities including access to specialist teaching areas.

9. Monitoring arrangements

The Principal will update the equality information we publish, [described in sections 4-7 above], at least every year. This document will be reviewed by the Trust at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan