



Policy Title:	Equality Information and Objectives 2023-27
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Change Record

Version	Date	Description of Changes
1.0	Nov 2018	
1.1	Sept 2022	Development of new objectives
2.0	May 2024	Adopted new model policy incorporating revised objectives

“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”

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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

Our school aims to promote respect for difference and diversity in accordance with our values, by wanting every student to be the best they can be, empowering young people, overcoming challenges to reach their dreams, in doing so offering a curriculum that responds to the needs of the local community.

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 the same as that of SEND. They will:

- › Meet with the designated member of staff for SEND and also the headteacher/deputy headteacher 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

The designated member of staff/deputy headteacher for equality 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 September alongside the update training for Safeguarding.

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 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 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 (PSHCE) 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 year 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 kept in the initial trip planning documentation. The record is completed by the member of staff organising the activity.

8. Equality objectives

For achievement and progress towards objectives is all held outside of the policy.

Objective 1

To close the achievement gap by ensuring there is no difference in the progress made by Pupil Premium students or SEND.

Why we have chosen this objective: Ensure there is parity for all learners and no level of disadvantage.

Objective 2

To ensure all students across school engage in our Settle College Diploma regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.

Why we have chosen this objective: Newly launched in September 2022, we aspire for all our young people to be the best they can be. Through this it goes beyond the curriculum and the Settle College Diploma, allows this both inside and outside of school. This is therefore an objective to drive this for all.

Objective 3

To promote mental health and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.

Why we have chosen this objective: With a rising need for support around mental health and well-being, we recognized a need to put this objective in both through Covid and beyond. We are still on a journey and want all young people to be able to access the support they need.

Objective 4

To raise achievement of boys across school in English, regardless of special educational needs and disability, ethnicity, and sexual orientation.

Why we have chosen this objective: To respond to the pattern of outcomes seen at KS4 and also the data from KS2 transferred, ensuring boys can be successful in their achievement, but more importantly their progress.

Objective 5

To reduce the number of incidents of derogatory language across school.

Why we have chosen this objective: With a rise in these behaviours nationally, including online, this has become an area of concern for Settle College. It is therefore more about education and supporting change.

9. Monitoring arrangements

The headteacher with the deputy head teacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

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

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- CIP
- SEN policy
- Behaviour policy