

Equality information and objectives Swanlea School

Approved by:	Paul Gardner	Date: 5 th September 2024
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Approved by Resources Committee:

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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 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.

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, see the end of this document

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

Development curriculum, 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 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

8. Equality objectives

Objective 1

To ensure increased diversity in authors and texts across the school.

Why we have chosen this objective as the result of an audit of our curriculum which identified that we needed to increase the range of voices students experienced across the curriculum.

To achieve this objective, we plan to: invest in new texts from a range of cultures and traditions across the curriculum

Progress we are making towards this objective: we have evaluated our taught curriculum and identified high quality texts and authors.

Objective 2

To promote and celebrate the diversity of modern Britain across the school year.

Why we have chosen this objective: following feedback from the student body we would like to celebrate different communities from across modern Britain.

To achieve this objective we plan to: have a calendar of events and celebrations looking at different voices and life experiences from modern Britain.

Progress we are making towards this objective: we have created an updated calendar of events, assemblies and celebrations including: Black History, LGBT, Disability, World Religions and South Asian culture

Objective 3

To further embed our Stand Up and Speak Out work

Why we have chosen this objective: to teach students about the importance of equalities and how to safely not be a bystander.

To achieve this objective, we plan to: develop our celebrations months, train and upskill our Stand Up Speak Out Ambassadors and deliver further staff training.

Progress we are making towards this objective: we have allocated an Associate Assistant Headteacher to lead on this work and we aim to achieve it by the end of the year.

9. Monitoring arrangements

- This document will be reviewed at least every 2 years.
- This document will be approved by governing body.

Appendix

GCSE Data 2024*

Group	Progress 8
Boys	+0.79
Girls	+0.68
Special Educational Need (SEN)	+0.33
Pupil Premium (PP)	+0.73
English as Additional Language (EAL)	+0.75
Somali	+2.01
Bangladeshi	+0.66

*Unvalidated