

# Equality information and objectives

## The Duston School



**Approved by:** S.Strickland

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## Contents

|  |   |
|--|---|
| 1. Aims .....                                      | 2 |
| 2. Legislation and guidance .....                  | 2 |
| 3. Roles and responsibilities .....                | 2 |
| 4. Eliminating discrimination .....                | 3 |
| 5. Advancing equality of opportunity.....          | 3 |
| 6. Fostering good relations .....                  | 3 |
| 7. Equality considerations in decision-making..... | 4 |
| 8. Equality objectives .....                       | 4 |
| 9. Monitoring arrangements.....                    | 6 |
| 10. Links with other policies.....                 | 6 |

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## 1. Aims

Our school 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](#).

This document also complies with our funding agreement and articles of association.

## 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 Principal

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure 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 or training sessions.

Staff to receive appropriate training on the Equality Act.

## **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)
- Analyse 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 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

Undertake an analysis of the gender pay gap annually and report on this to the Resources Committee and consider any action required. We know that there is a significant gender pay gap across the education sector as a whole. We will continue to promote of equality of opportunity and choice for employees and irrespective of gender through our transparent recruitment processes, pay policy and professional development ensuring male and female staff are paid within the same pay band for the same job role. We will further analyse during 21/22 academic year to include recruitment trends with regard to race and disability.

Through our careers offer, we will ensure that girls have the exposure to non-stereo typed careers to support the national initiative in closing this gap across all sectors.

### Objective 2

Ensure all members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination. We will provide training and guidance and refresher training as appropriate during the 21/22 academic year

### Objective 3

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce. We are a disability confident committed employer and will promote through our advertising and recruitment.

## Objective 4

Ensure wherever possible that all students and pupils on roll regardless of race, gender or background to have access to a broad and balanced curriculum that gives them the same opportunities as their peers. This links closely with the schools vision and ethos ensuring there are no barriers to learning. To achieve this we regularly review the curriculum and data to ensure we continue to close the gap.

## Objective 5

### **Pupils who have Special Educational needs.**

To close the gap with Pupils who have Special Educational needs. Nationally the attainment gap between pupils who have a statement or SEN Support and the average for all other pupils is over one whole grade on average, with disadvantaged pupils achieving an average attainment 8 score of 36.7 and all other pupils averaging 50.3. in 2019 at The Duston school, disadvantaged pupils averaged an attainment score of 38.3, exceeding the national average for disadvantaged pupils.

## Objective 6

### **Pupil Premium**

To close the gap with Pupils who are pupil premium. Nationally the attainment gap between pupils who have a statement or SEN Support and the average for all other pupils is just over two grades on average, with SEN pupils achieving an average attainment 8 score of 27.6 and all other pupils averaging 49.9. in 2019 at The Duston school, pupils with a statement or SEN support averaged an attainment score of 35.8, exceeding the national average for SEN pupils.

## Objective 7

### **SEN and Mental Health**

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 highlights this important issue.

Our Equality Objectives address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life. Information about the support provided by our schools for pupils with special education needs and for disabled pupils is detailed in the SEN policy on the school website.

We continue to support students enabling access to our school counsellors, Positive Impact Centre and Mental Health Nurse and will continue to review and create a solid environment for support.

## Objective 6

### **Gender Identity and Sexual Orientation.**

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and the school is doing the following:

- Ensuring all pastoral staff receive appropriate training.
- Seeking support and guidance from the LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.
- We seek to support an inclusive environment. We are aware that homophobic/biphobic/transphobic language and bullying creates a negative and possibly hostile environment for pupils/students who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. We work with

pupils/students to address any use of discriminatory and bullying language that would create an unequal environment. We confidently tackle discriminatory language and support pupils/students to create an environment that values diversity.

- The School is aware of the support that we can access in relation to Gender Identity, including Local Authority support; support from Mermaids (this charity supports families and schools where gender identity has been identified as a specific issue for pupils); support from Gendered Intelligence (the remit of this charity includes supporting families where a parent is transgender, and will also advise schools where a pupil has a parent who is transgender); support and advice from Stonewall, an LGBT+ campaigning group which has a website containing a range of educational guidance and resources.

- In addition, the School is aware of the changes we can make to help avoid unnecessary gender distinctions. Such changes ensure that the school is a more equal environment if there are pupils who are uncertain about their gender identity.

## **9. Monitoring arrangements**

The Principal / will update the equality information we publish at least every year.

This document will be reviewed by [governing board/name of committee of the governing board/individual governor/headteacher] at least every 4 years.

This document will be approved by [governing board/name of committee of the governing board/individual governor/headteacher].

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Recruitment and Selection
- Gender Pay Gap
- ?