

Equality information and objectives

King's Academy Binfield
&
King's Academy Oakwood



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1. Aims

King's Academy Binfield and Oakwood aim 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 Local Governing Body 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 Vice Principal Laura Phillips
- › Attend appropriate equality and diversity training

The Executive Principal will:

- › Promote knowledge and understanding of the equality objectives amongst staff and students

- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Vice Principal) will:

- › Support the Executive Principal in promoting knowledge and understanding of the equality objectives amongst staff and students
- › Support the Executive Principal in identifying any staff training needs, and deliver training as necessary

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 academies are aware of our obligations under the Equality Act 2010 and comply 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, this takes place during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

All staff receive yearly training on the Equality Act.

The academies have 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 academies aim 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 gay 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 school clubs and visits)

In fulfilling this aspect of the duty, the academies 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, racist 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 academies aim 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 Religion and World Views, citizenship and personal, social, health and economic (PSHE) and RSHE 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. Specific days are given over to the promotion and teaching of diversity and inclusion across the whole academies

- › Holding assemblies dealing with relevant issues in society as well as core issues they need to cover. Students will be encouraged to take a lead in such assemblies and we also invite external speakers to contribute.
- › Working with our local community, including working with different groups within the community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academies. For example based on feedback from our School Council we now have an LGBTQ+ & allies group that meet weekly with representatives from different year groups. PCSOs deliver sessions to specific groups around the law. Our student council includes 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 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 academies ensure we have due regard to equality considerations whenever significant decisions are made.

The academies always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academies considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for all genders

The academy 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

Objective 1

Ensure that all students make progress in line with FFT20 and that there are no gaps in terms of gender, socio-economic background, race or SEND.

Objective 2

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

Objective 3

To monitor the incidents of the use of homophobic, sexist and racist language by students in our school. Our focus is on being proactive as opposed to reactive, students are educated around these issues from EYFS throughout the academies. If such incidents arise, educate young people through our curriculum and support so that they understand and respect other people's views and beliefs

9. Monitoring arrangements

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

This document will be reviewed by the Local Governing Body at least every 4 years.

This document will be approved by Executive Principal and Local Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Curriculum
- SEND
- Behaviour For Learning