



Part of T4 Trust

# **Equality information and objectives**

**Version Control**

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## 1. Introduction

Ian Mikardo High School is a warm and welcoming environment. We are dedicated to supporting vulnerable people and every aspect of our work focuses on removing barriers to learning and development. Our aim is to support our students and to enable them to reach their potential as confident, open-minded citizens. In this spirit we are committed to challenging negative attitudes and we actively promote a culture of awareness, tolerance and inclusion.

This applies to our students, who have statements of special educational need, and to other people involved with the school who may be subjected to discrimination, harassment or victimisation because of their characteristics. These can include:

- Age
- Disability
- Gender
- Gender identity/ gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief (including lack of belief)
- Sexual orientation

The Equality Act of 2010 requires public bodies to publish equality information and objectives (Public Sector Equality Duty.) It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

This document fulfils that requirement and demonstrates that equality and equal opportunities are an integral part of our ethos and vision.

## 2. 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

## 3. 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.

## 4. Roles and responsibilities

The local 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, 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 Head Teacher

**The Head Teacher will:**

- Promote knowledge and understanding of the equality objectives amongst 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 9.

## 5. 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 will receive training on the Equality Act as part of their induction, and all staff receive refresher training annually

They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 6. 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 7. 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 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

- 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 and individuals within the school, using a conflict resolution approach. All pupils are encouraged to participate in the school's activities. 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

## 8. 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

## 9. Equality objectives

### **Objective 1:**

*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.*

**Why we have chosen this objective:** *We are committed to ensuring that no individual, whether a student, member of staff or anyone else involved in the school, is treated less favourably in any respect because of a characteristic they have.*

**To achieve this objective we plan to:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability*

### **Objective 2:**

*Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

**Why we have chosen this objective:** *To ensure that the school is fully accessible for our staff and that IMHS operates as an inclusive environment for all to work in regardless of specific needs. We are dedicated to supporting vulnerable people and it is central to our ethos that we are committed to providing a building, grounds and services that are fully accessible to everyone*

**To achieve this objective we plan to:** *Review the accessibility Policy and consult with staff regarding specific needs – report back to the LGB.*

### **Objective 3:**

*Maintain representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time) and as opportunities arise, promote the inclusion of BAME candidates for middle and senior leadership positions.*

### **Why we have chosen this objective:**

*To ensure that the staff group at all levels reflects the diversity of the student populations and the communities we serve.*

### **To achieve this objective we plan to:**

*Explicitly state on adverts for substantive posts, that applications from BAME candidates are particularly encouraged.*

### **Progress we are making towards this objective:**

*Currently 75% of the teaching staff are from BAME communities.*

**Objective 4:**

*Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

**Why we have chosen this objective:**

*To work towards eliminating all forms of subconscious bias in the selection process for jobs at every level within the school.*

**To achieve this objective we plan to:**

*Seek out a relevant training provider and provide training as part of the school CPD/INSET programme.*

**Objective 5**

*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.*

**Why we have chosen this objective:** *We are dedicated to supporting vulnerable people and it is central to our ethos that we are committed to providing opportunities for and welcoming applications from those with disabilities.*

**To achieve this objective we plan to:** *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year*

Progress we are making towards this objective:

## **10. Monitoring arrangements**

This policy will be reviewed and updated in accordance with the Trust policy review schedule and from time to time may be updated more frequently in response to changes in guidance, legislation or under instruction from the Trust.

## **11. Links with other policies**

This document links to the following policies:

- Accessibility policy
- Risk assessment policy