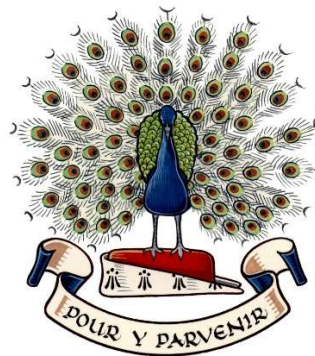


LADY MANNERS SCHOOL

EQUALITY INFORMATION AND OBJECTIVES



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](#).

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, students 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 Headteacher

The Headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and students
- 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher information on an annual basis.

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. 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 societies)

In fulfilling this aspect of the duty, the school will:

- analyse strengths and areas for improvement with respect to the above areas and implement actions in response make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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 Personal Development and Religious Education, but also activities in other curriculum areas

- holding assemblies dealing with relevant issues. Students 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 any tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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 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:

- is accessible to students with disabilities
- has equivalent facilities for all students

The school keeps a written record to show we have 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.

8. Equality objectives

Objective 1: Embed diversity within the curriculum

Why we have chosen this objective:

A new curriculum model was implemented in September 2020. As part of this, diversity within the curriculum was reviewed to ensure that our students receive a broad and balanced view of the world in which they live, enabling them to have mutual respect for all people regardless of their background, belief or race. We will review the provision to ensure the diversity aspect is embedded in the new curriculum area.

To achieve this objective, we plan to:

- review and continually improve subject schemes of work
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- identify where more diversity has been and can be included
- review when national events linked to promoting tolerance and diversity were celebrated and implement improvements for forthcoming events
- ensure that tutorial time and wider enrichment opportunities promote tolerance and diversity

Objective 2: To reduce the attainment and progress gap between disadvantaged and non-disadvantaged.

Why have we chosen this objective: We are worried about the underachievement of disadvantaged students and their life chances. The suppressed performance of some disadvantaged students has been exacerbated by the current pandemic.

To achieve this objective, we plan to:

- Use our learning mentors to effectively enhance the progress of our disadvantaged students
- implement quality first teaching in all lessons for maximum engagement and progress of all
- work closely with feeder schools for good transition and positive parental relationships from the beginning.
- use external tutors to supplement the support for disadvantaged students
- promote literacy and reading programmes, based in research, that will help to close the ‘vocabulary gap’.
- highlight the disadvantaged gap at every data cycle for all curriculum areas
- use pastoral knowledge to ensure bespoke intervention is effective and timely in motivating disadvantaged students.

Objective 3: Ensure all members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination.

Why we have chosen this objective:

To continue the progress on last year’s objective ‘ *To become a disability confident – committed employer*’ by ensuring all staff involved in recruitment are fully trained.

To achieve this objective, we plan to:

- Train all staff involved in recruitment with the aspects of being a Disability Confident – Committed employer
- Ensure all staff involved in recruitment complete safer recruitment training

9. Monitoring arrangements

The Headteacher will review the equality information we publish in this document, annually.

This document will be reviewed and approved by the Curriculum and Students Committee at least every 4 year