



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Equality Information & Objectives

Date Written/Reviewed: 6.2.23

Next Review Date: February 2024

Person Responsible: T Quinn



Authorised by Principal: D Henley

8/2/23

Authorised by Trustees: R Sanders

10/2/23

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.....	5
10. Links with other policies.....	7

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 principal

The designated members of staff for equality will:

- › Support the principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the trustees to raise and discuss any issues
- › Support the principal in identifying any staff training needs, and deliver training as necessary

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 trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues. They liaise with the principal regarding any issues and make senior leaders and trustees aware of these as appropriate.

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 or staff 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 certain different characteristics are performing. Other data are available upon request.
- › Analyse the data referenced above 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)
- › Reasonable adaptations are made to allow all children/parents/staff to access the curriculum and the building. This is always considered when adaptations are made to the school site.
- › Common opportunities are offered to all through the curriculum/clubs and enrichment opportunities. Year 4 participate in a diversity project in which they identify differences in our community and how we can celebrate them. This includes guest speakers and food from other cultures.
- › Sporting opportunities and mixed teams foster good relations between genders. Access to clubs is not decided upon by gender. E.g. sporting or creative clubs are accessible to boys and girls, not based on outdated stereotypes of preference.

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 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. Our PSHE and collective worship curriculum supports understanding and celebration of differences. Sexual orientation is covered within our Year 5 and 6 PSHE lessons linked to Relationships and Sex education. These materials are made available to parents prior to the lessons taking place.

- › 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- › Our PSHE and collective worship curriculum supports understanding and celebration of differences. PSHE planning and assemblies include teaching about the protected characteristics, including gender reassignment, in an age appropriate manner.
- › We celebrate diversity and differences through our RE curriculum and collective worship by recognising, understanding and celebrating children's varying beliefs.

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 promote spiritual, moral, social and cultural development through all appropriate curricular opportunities.

Objective 2

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

Objective 3

To promote cultural development and understanding through a rich range of experiences both in and beyond the school.

Objective 4

To continually consider how well the school considers equality of opportunities for all its pupils.

Objective 5

To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and as a consequence more likely to achieve their potential.

Objective 6

To increase staff understanding of equality and its implications on a day to day basis, and in this way to reduce or remove the possibility of any inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

9. Monitoring arrangements

The principal will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the principal and equality lead at least every 4 years.

This document will be approved by the principal and trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Behaviour Policy
- Child Protection Policy
- Code of Conduct