



THE
**THOMAS
AVELING**
SCHOOL

EQUALITY PROCEDURES

REVIEWED FEBRUARY 2021 – REVIEW DATE FEBRUARY 2022

A **Beyond** ACADEMY
SCHOOLS TRUST

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1. 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.

2. Roles and responsibilities

The 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, 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
- Interrogate welfare and academic data to ensure equality objectives are being met
- The Headteacher 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 8.

3. 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. Where appropriate our School Improvement Plan addresses student based inequality.



4. 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.
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in all activities

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

- Publish attainment data each academic year showing how pupils with the following characteristics are performing: gender, PP, SEN, EAL, MABLE.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

5. 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.
- Working with our local community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.



6. 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

The school 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.

7. Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2019, and report on this to the welfare committee at the next available meeting.

We have adopted this objective to track the diverse groups who are applying for roles within the school and to ensure that we maintain a fair recruitment and selection process.

To achieve this objective, we plan to request applicants complete equal opportunity monitoring forms and to record this data anonymously and keep it centrally.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

We have chosen this objective to ensure no staff are disadvantaged in any aspect of their role as a consequence of any disability.

To achieve this objective, we plan to understand any needs staff have and draw up a support plan in consultation with the Trust HR function.

Objective 3: Ensure any gaps identified in the performance or attendance of student groups are identified and remedial action put in place to remove these gaps.

We have chosen this objective to ensure all pupils in school have equality of opportunity and achievement

To achieve this objective, we analyse data 4 times a year and implement interventions to reduce any gaps as they occur



8. Monitoring arrangements

The Welfare Committee will analyse the data on staff and pupils looking at gaps/support for different groups.

The Full Governing Body will receive academic data at least 3 times per year and will question gaps and actions to address these

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

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