

AYLSHAM LEARNING FEDERATION

EQUALITY INFORMATION AND OBJECTIVES POLICY

Policy Reference: JT/Equality Review Frequency: Information 3 Years
Issue Number: 02 (05.10.2021) Next Review Date: Objectives Annually
Author: J Tuttle Pol - 05.10.2024
Obj – 05.10.2022

Ratified by the Governors' Human Resources and
Performance Development Committee on:

Pol: 05.10.2021
Obj: 05.10.2021

Signed:

Chair

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	4
7. Equality considerations in decision-making.....	4
8. Equality objectives.....	5
9. Monitoring arrangements.....	5
10. Links with other policies.....	5

1. Aims

Our Federation 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 Federation, including to staff, students/pupils/children and parents/carers, and that they are reviewed and updated at least once every four years (the equality objectives are reviewed annually)
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher/Director of Business and Community Strategy/Heads of School

The equality link governor is Seamus Elliott. He will:

- Meet with the designated members of staff for equality every year, and other relevant staff members to include the diversity and Friendly Face captains, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Full Governing Board regarding any issues

The Executive Headteacher/Director of Business and Community Strategy/Heads of School and designated staff members will:

- Promote knowledge and understanding of the equality objectives amongst staff and students/pupils/children
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality at each school will:

- Support the Executive Headteacher/Director of Business and Community Strategy/ Heads of School in promoting knowledge and understanding of the equality objectives amongst staff and students/pupils/children
- Meet with the equality link governor every year to raise and discuss any issues
- Support the Executive Headteacher/Director of Business and Community Strategy/ Heads of School in identifying any staff training needs, and deliver training as necessary

All Federation 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 Federation 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 training every September.

The Federation has 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 Federation 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 any activities

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

- Publish attainment data each academic year showing how students/pupils/children 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 students/pupils/children

6. Fostering good relations

The Federation aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Delivery of new PSHE/RSE framework within schools
- 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, students/pupils/children will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students/pupils/children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Promoting tolerance, friendship and understanding and eliminating discrimination through pupil/student peer leadership (e.g. head boy, head girl, diversity captains, Friendly Face captains and team)
- 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
- We have developed links with people and local groups and charities who have specialist knowledge about particular characteristics, which helps inform and develop our approach and support students/pupils/children

7. Equality considerations in decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made.

The Federation always considers the impact of significant decisions on particular groups.

Each 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.

8. Equality objectives

Appendix 1

9. Monitoring arrangements

The human resources and performance development committee will update the equality information we publish in terms of equality objectives, at least every year.

This document will be reviewed by the Director of Business and Community Strategy at least every 3 years.

This document will be approved by the human resources and performance development committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Grievance policy
- Staff code of conduct policy
- Recruitment and selection policy
- Workplace conditions policy

Aylsham Learning Federation Equality Objectives

Objective	Purpose	How will this be achieved?	Responsibility	Timescale	Success Criteria
1. Eliminate unlawful discrimination, harassment and victimisation.	To discourage and respond to all incidents and prejudiced based bullying.	<ul style="list-style-type: none"> Review and update existing policies and practices relating to discrimination, bullying or victimisation. Appropriate reporting measures in place. Friendly Faces AHS (key student leadership group) to lead sessions and activities to promote the importance of tolerance and to raise awareness of bullying consequences across the Federation. Friendly Face images prominently displayed throughout Aylsham High School displaying clear anti-bullying messages. BVS Friendly Faces team and pupil leaders at BVS to raise awareness and tolerance across the school. School council at JoG to raise awareness and tolerance across the school. 	Whole School/ Executive Headteacher/ FGB/ Heads of School/SLT/ Equality teaching lead	By the end of the current scheme 2024, reviewed annually.	<ul style="list-style-type: none"> The equality governor can monitor policies and procedures through school visits. Staff and students/pupils/ children feel that they are working within a culture that is tolerant of 'difference'. Increased staff confidence All reported incidents investigated and action taken. Friendly Faces and pupil/student leaders/student council have increasing capacity to support anti-bullying message. Students/pupils/ children feel safe.

<p>2. Equality of Opportunity for all students/pupils/children.</p>	<p>To fully engage Friendly Faces, pupil leaders and school council in reviewing all aspects of equality across the Federation.</p>	<ul style="list-style-type: none"> • Friendly Faces (AHS), Friendly Faces (BVS) and pupil leaders (BVS), and school council (JoG) to design and set their own equality objectives. • Friendly Faces (AHS), Friendly Faces (BVS) and student leaders (BVS) and school council (JoG) to have time to reflect on their own equality objectives. • Friendly Face ambassadors to analyse referrals from students during the last year to see if there are issues raised that form a pattern or a priority that needs to be addressed in any policy or equality objective. • Friendly Face ambassadors to meet with Director of Business and Community Strategy to ensure that the revised plan addresses issues raised and includes equality objectives written by them. • Equality of opportunity built into the delivery of the new PSHE framework 	<p>Director of Business and Community Strategy/ equality teaching lead/ Heads of School</p>	<p>Autumn term 21</p> <p>Spring 22 and annually thereafter</p> <p>Autumn 21</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Revised student/pupil/child equality objectives reflects the views and issues raised by students/pupils/ children. • Issues identified and acted upon. • Pupil/student/child objectives updated and communicated to students/pupils/ children and wider community. • PSHE leaders across the schools to consider how this can be included
---	---	--	---	--	--

3. Equality of Outcome	To further improve the capacity of Pupil Premium funding to 'close the gap' so that students/pupils/children from more disadvantaged backgrounds have improved life chances.	<ul style="list-style-type: none"> • Develop a greater understanding of the barriers to students/pupils/children in this group. • Further develop the intervention strategy focusing on improving the level of progress for this group. • Aim to increase the number of parents/carers of students/pupils/children in this group who are engaging positively with the Federation to further 'close the gap'. • Develop Covid recovery plan and delivery using funding in the most effective way 	Deputy Head (CB)/ Heads of School	Through Intervention Strategy meeting groups, ongoing.	<ul style="list-style-type: none"> • All staff know which students/pupils/children make up this group and have interventions in place to support their progress. • Parents/Carers are more able to support their child at home. • Parents/Carers are engaging with schools on a regular basis.
4. Equality of Opportunity	To improve the capacity of the Federation to support students/pupils/children with a protected characteristic.	<ul style="list-style-type: none"> • Develop a greater understanding of the students/pupils/children' needs in this group. • Provide additional CPD opportunities for staff to support students/pupils/children in this group. • Develop contacts locally, regionally and professionally to be able to further support students/pupils/children. • Provide guidance and support, including signposting to students/pupils/children with a protected characteristic. 	Deputy Head (KG)/ Director of Business and Community Strategy/HoS Deputy Head (KG)/ Heads of School	By the end of the current scheme 2024, reviewed annually. By the end of the current scheme 2022, reviewed annually.	Students/pupils/children feel more welcome at school and are able to access the curriculum. Students/pupils/children feel more supported via relevant information and help.

		<ul style="list-style-type: none"> • Develop TACT (Families) to work with families with protected characteristics to raise aspirations through targeted projects, such as adult education offer 	Director of Business & Community Strategy	By the end of the current scheme 2024, reviewed annually	Families feel more supported and in turn through learning raise aspirations
--	--	--	---	--	---