ISLEWORTH & SYON SCHOOL
FINIS CORONAT OPUS

KEY POLICY

Equality Information & Objectives

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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.
- Our school aims to promote respect for difference and diversity in accordance with our values,

2. Legislation and Guidance

2.1. 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.

2.2. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

2.3. This document also complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1. The Board of the Academy Trust 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/carers

- 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 Headteacher.

3.2. The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to Trustees.
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

3.3. 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

4.1. As a school, we have due regard for equality by:

- Being aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage – see also Section 6 of this policy for exceptions.
- Trying to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees
- Having a school Behaviour Policy that promotes equality of opportunity and respect for individuals
- Dealing promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to: disability or special education need; ethnicity and race; gender; gender reassignment; pregnancy or maternity; religion and belief; and sexual orientation
- Having a Special Educational Needs policy that outlines the provision the school makes for students with Special Educational Needs
- Having an accessibility plan that aims to improve access to the physical environment, school information and the school curriculum for people with protected characteristics
- Ensuring, through our admission arrangements, that we are an inclusive boys' school and that we initially identify people who may need additional support
- Setting out, through our Complaints Policy, how we deal with any complaints relating to the school
- Aiming to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- Having procedures which address staff discipline, conduct and grievances
- Having a staff code of conduct which recognises our high expectations of all staff.

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

5. Advancing Equality of Opportunity

5.1. 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., 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., students with physical disabilities being enabled to move around the school, when appropriate, at different times from other students)
- 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 additional school activities).

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

- Publish attainment data each academic year showing, where possible, how students with different characteristics are performing

6. Exceptions

6.1. As a single-sex (boys') school we refuse admission to female students in Years 7 to 11. As a boys' school we are not, in law, discriminating unlawfully against girls.

6.2. This exception does allow us to admit girls into the Sixth Form, or let girls attend for a particular GCSE course not offered at their own school, without affecting our single-sex status.

6.3. It is not unlawful for us to admit girls to some Sixth Form courses but not allow them to attend other Sixth Form classes.

6.4. Should we admit girls into Key Stage 4 classes or into the Sixth Form, they will be made most welcome and they will enjoy full access to all of our facilities.

7. Fostering Good Relations

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

7.1.1. 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 will be introduced to literature from a range of cultures

7.1.2. 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

7.1.3. Working with our local community. This might include visits to local faith groups/centres, and organising school trips and activities based around the local community.

7.1.4. Encouraging and implementing initiatives to deal with 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 also work with parents/carers to promote knowledge and understanding of different cultures.

7.1.5. 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

8.1. The school ensures it has due regard to equality considerations whenever significant management decisions are made.

8.2. 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 students with disabilities
- Has equivalent facilities for boys and girls, should female students be involved in a trip.

8.3. 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.

9. Our Equality Objectives

9.1. EQUALITY OBJECTIVE 1

Address unconscious bias through training and wider reading for staff and students.

9.2. EQUALITY OBJECTIVE 2

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

9.3. EQUALITY OBJECTIVE 3

Train all members of staff and trustees 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.

10. Monitoring Arrangements

The Co-Headteacher 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 Academy Trust Board at least every 4 years and this document will be approved by Academy Trust Board.