



Equality & Diversity Policy

Reviewed: September 2021

Next Review: September 2022

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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

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.
- This document also complies with our funding/partnership/service level agreements.

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 headteacher

The equality supervisor (link to Governing Board) is Andrew Portersmith (Proprietor). He will:

- Meet with the Headteacher every half-term, and other relevant staff members, to discuss any equality issues and how these are being addressed

- Ensure they're 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 Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The school's Senior Leadership Team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher 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 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. Training offered will always consider independent, industry standard material and best practice.

The school 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 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)
- 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 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 pupils

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, 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at the school, 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. We also work with parents to promote knowledge and understanding of different cultures
- 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:

- 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 Headteacher and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by September 22.

Why we have chosen this objective:

Our school has grown exponentially over the past 5 years. Whilst we are considerate to not discriminate within our recruitment pools/practice, a formal analysis of this data may identify specific areas for improvement.

To achieve this objective, we plan to:

Analyse recruitment data from the past 5 years; considering staff turnover, and the variance of difference (in regards to the above variables) before September 22. We will use data in comparison with national statistics to assess the balance of our recruitment. We will implement targets based on this data.

Progress we are making towards this objective:

- We have commissioned Peninsula, an external independent HR/employment (specialist) firm, to support and guide our practice, analysis and retention of employee recruitment protocols and data.

- We appointed an internal HR lead, who (among other things) will scrutinise recruitment variance and help inform areas for improvement in regards equality.
- We have gathered national statistics and continue to monitor recruitment trends and issues across the sector.

Objective 2

By September 2022, 90% of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in the annual staff survey.

Why we have chosen this objective:

As an independent school which offers alternative provision to secondary age pupils at risk of exclusion, and permanent schooling for children with EHCPs (SEMH needs), Music Staff Education (MSE) routinely manages incidents of improper communication. As our school has expanded, and this is a significant prevalent behaviour; then we would like to ensure that our anti-bullying, and behaviour for learning protocols are sufficiently embedded. We would like to ensure that staff can confidently identify prejudicial bullying, and appropriately handle instances.

To achieve this objective, we plan to:

- Review our anti-bullying policy; this includes the publication, promotion, and implementation of the policy for all staff.
- Throughout the academic year, instances of peer-on-peer abuse will be carefully monitored and evaluated; reflecting on any areas for development.
- All staff will undergo anti-bullying training; extending to virtual, and passive abuse.
- Using the annual survey results, coupled with quantitative data; senior leaders will evaluate areas for development which will help inform 22-23 school policy, and further improve/evolve how MSE manages bullying.

Progress we are making towards this objective:

- All staff have undergone peer-on-peer abuse training, and anti-bullying training.
- A new anti-bullying policy has been implemented.
- SLT have been working directly with practitioners across the school in the handling, management, and reflection of instances of peer-on-peer abuse/bullying; to prevent reoccurrences and consider areas for improvement.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by Andrew Porter-Smith (Proprietor) at least every 2 years.

This document will be approved by the Headteacher and Proprietor.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying policy
- Employee Handbook and Code of Conduct
- Safeguarding and Child Protection Policy