



Redborne Upper School

# Equality Information and Objectives

This equality information provided will be updated yearly on the school's website. The equality objectives will be evaluated and reviewed every four years by the Deputy Headteacher: Quality of Education (Chris Graves)

This document is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

Date approved by governors: November 2024

Date for review: November 2028

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## **School acknowledgement**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. 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: aspiration, responsibility and respect.

# Equality Information and Objectives

## 1. Legislation and guidance

1.1 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

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

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

## 2. Roles and responsibilities

2.1 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

2.2 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

2.3 The designated member of staff for equality, Kirsty Wheeler, 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

2.4 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Appendix 1.

## 3. Eliminating discrimination

3.1 The school is aware of its obligations under the Equality Act 2010 and complies

with non-discrimination provisions.

3.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

3.3 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.

## **4. Advancing equality of opportunity**

4.1 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. 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 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)

4.2 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 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **5. Fostering good relations**

5.1 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. 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 also work with parents to promote knowledge and understanding of different cultures

## **6. Equality considerations in decision-making**

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

6.2 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 pupils with disabilities
- Is accessible to students in receipt of the pupil premium
- Has equivalent facilities for boys, girls and those that are gender questioning

6.3 The school requires staff organising trips to actively consider our equality duties when planning trips. This is completed at the same time as completing the paperwork when planning school trips and activities.

## **7. Monitoring arrangements**

7.1 The headteacher will ensure that the equality information we publish is updated at least every year.

7.2 This document will be reviewed at least every 4 years.

# Appendix 1: Equality Objectives

Objective 1: Improving the accessibility of information			
Rationale	Lead(s)	Actions	Review Date
Redborne is experiencing a dramatic increase in the number of students receiving a dyslexia diagnosis. Our aim is to have all information dyslexic-friendly.	Nikki Brennan & Ben Middleton	<ul style="list-style-type: none"> <li>* Staff training to be delivered.</li> <li>* Teaching resources to be modified.</li> <li>* Website to be reviewed and updated.</li> <li>* Information sent home to be updated.</li> <li>* All fonts used to be checked to ensure compliance.</li> </ul>	Sept '28
Objective 2: Improving conditions for mothers returning from maternity leave			
Rationale	Lead	Actions	Review Date
This period of time is particularly challenging for mothers, even more so in this sector. Redborne intends to improve conditions to ensure that mothers find the transition back to the workplace less stressful.	Chris Graves	<ul style="list-style-type: none"> <li>* A flexible working policy is to be created to ensure that an employee's unique situation, where possible, can be accommodated.</li> <li>* A dedicated room is to be set up to allow breastfeeding mothers to express milk in comfort.</li> <li>* Use of KIT days to be reviewed and guidance updated, as necessary.</li> <li>* A record of changes to be explored.</li> </ul>	Sept '28
Objective 3: Protecting students and staff from sexual harassment			
Rationale	Lead	Actions	Review Date
There has been an increase in reported incidents in the classroom of harassment. Social	James Trapp & Kirsty Wheeler	<ul style="list-style-type: none"> <li>* Senior leaders are to be trained, externally, on required steps to improve the culture of the school.</li> <li>* Reporting processes, for</li> </ul>	Sept '28

<p>media personalities and online trends have had a greater impact on student behaviour than in previous years. Redborne intends to continue to improve the student and staff experience to ensure that they are safe from harassment, whilst also preparing students for society.</p>		<p>students and staff, to be reviewed.</p> <ul style="list-style-type: none"> <li>* Sanctions to be recorded with specific tags, to allow for detailed tracking of student incidents.</li> <li>* Staff training to be delivered, over a period of time.</li> <li>* A whole-school strategic priority to be set for the implementation year.</li> <li>* Explore the impact of mobile phones on this issue.</li> </ul>	
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