

— THE —
SWEYNE PARK
— SCHOOL —

**EQUALITY INFORMATION
AND
OBJECTIVES: 2023-2027**

Prepared in Consultation with: Sweyne Park School LGB

Approved by:

Last reviewed on: September 2023

Next review by: September 2024

Equality Information and Objectives: 2023-27

1. AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard for 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 characteristic¹ and those who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and those 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 Swayne Park Local Governing Body (LGB) will:

- Ensure that equality information and objectives as set out in this statement are published and communicated through 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.

The Equality link governor is **Lynda Walker**. She will:

- Meet with the designated member of staff for equality and other relevant staff members regularly, to discuss any issues and how they are being addressed.
- Ensure that she is familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Swayne Park LGB regarding any issues in relation to equality.

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 the LGB.

The designated member of staff for equality is **Richard Bradley**. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.

¹ The Equality Act 2010 specifies the following as protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

- Meet with the equality link governor regularly to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard for this document and to work to achieve the objectives 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 in staff briefing and, in particular, the staff bulletin. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The wider school community is reminded of their responsibilities to eliminate discrimination, for example through assemblies, tutor time, the curriculum (especially CPRE) and the Sweyne Park Times.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They liaise on a regular basis regarding any issues, and make senior staff and governors aware as appropriate.

5. ADVANCING EQUALITY

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 (e.g., pupils with disabilities).
- Taking steps to meet the particular needs of people with a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

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

- Analyse progress data to determine the outcomes achieved by pupils with particular characteristics, using this to determine strengths and areas for improvement and implement actions in response.

6. FOSTERING GOOD RELATIONS

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

- Promoting tolerance and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Citizenship and Personal Education (CPE), as well as activities in other curriculum areas. For example, as part of the curriculum in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.

- Working with our local community. This includes maintaining links with different faith groups.
- Encouraging and implementing initiatives to enhance relationships within and between different groups of pupils. For example, our school council has representatives from each year group and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities.
- All pupils receive an introduction to deaf awareness in Year 7, and British Sign language (BSL) clubs are available for all pupils.
- We are supportive of requests for consideration in relation to religion.

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:

- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.
- Cuts across any religious holidays observed by pupils in the school.

8. EQUALITY OBJECTIVES 2023-27

Objective 1: LGBTQ+ pupils will be fully included in the school community.

We have chosen this objective because an increasing number of pupils identify as LGBT within the school.

To achieve this objective we plan to:

- Continue to use assemblies to raise awareness and promote understanding of LGBT.
- Continue to promote our LGBT support group.
- Provide peer mentoring for identified pupils who request support in relation to their sexuality.
- Embed LGBT into the safeguarding and History curriculums and keep this under review.
- Continue to train CPRE staff to teach LGBTQ+ issues effectively.

Objective 2: To assess the inclusion of pupils from ethnic minorities

We have chosen this objective because our school population is increasingly diverse. There were several incidents of racism in the school year 2022-23.

To achieve this objective we plan to:

- Audit the inclusiveness of our curriculum.
- Introduce a scheme of work into the Year 7 tutor time programme – The Road to Respect – in the first term to develop pupils' understanding of diversity.
- Place an assembly on diversity at the beginning of each year to ensure awareness across all year groups.
- Assess the outcomes of pupils from ethnic minorities and compare with the outcomes for pupils from White British backgrounds.

Objective 3: to provide appropriate interventions for pupils to promote positive behaviour, especially for those groups over-represented in behaviour data.

We have chosen this objective because of the widening need profile of our school community.

To achieve this objective we plan to:

- All year groups to have the support of a non-teaching Assistant head of year.
- Selected staff from LD to complete Emotional Literacy Support Assistant Training
- Increase investment in on-site alternative provision, including training for staff, creating a TLR to oversee AP and work with the local authority to re-model part of the school site to provide this provision.
- Continue to roll out TPP training.

Objective 4: to continue to ensure access for all staff.

We have chosen this objective because we value all staff and it is important for pupil progress that all staff are able to do their jobs effectively.

To achieve this objective we plan to:

- Continue to pay into Essex County Council's Occupational Health service in order to receive their advice and guidance.
- Continue to make reasonable adjustments required to ensure that staff are able to access work. (There are currently no staff who require adjustments that have not already been made.)
- Conduct risk assessments for all pregnant staff with fortnightly reviews after the initial risk assessment.
- Provide counselling for staff with emerging mental health and wellbeing needs.
- Continue the staff mental health and wellbeing group.
- Continue to run and promote the staff menopause wellbeing group.

9. MONITORING ARRANGEMENTS

The designated member of staff for equality, in association with the Headteacher and Sweyne Park LGB, will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the designated member of staff for equality, in association with the Headteacher, at least every four years.

This document will be approved by Sweyne Park LGB.

10. LINKS WITH OTHER POLICIES

This document link to the following policies:

- Accessibility plan
- Inclusion Policy (including SEN and Equality policy)
- Risk Assessment.