



# Equality Information and Objectives

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Chair of Governors

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## 1. Aims

Thurston Community School is committed to a whole School approach to equality and considers it important for students to learn about equality and human rights. We wholeheartedly concur with the Equality and Human Rights Commission (EHRC) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and School as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer School culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

We aim 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 duty applies to all students, staff and others using the facilities. At all times we will give relevant and proportionate consideration to the PSED when considering our provision.

Protected characteristics under the Act are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students).

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 College, including to staff, students 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 Principal.

The Equality Link Governor will:

- Meet with the designated member of staff for equality, and other relevant staff members, 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 Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to governor.

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Meet with the Equality Link Governor to raise and discuss any issues.
- Support the Principal in identifying any staff training needs, and deliver training as necessary.

All College 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 College 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Academic year.

The College 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 College 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. 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. enabling students with disabilities to have full access to the curriculum).
- 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 College clubs and enrichment).

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

- Record attainment data each academic year showing how students 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).

## **6. Fostering Good Relations**

The College 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, students will be introduced to literature from a range of cultures.
- 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.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising College trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the College. For example, our College 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 College's activities, such as sports clubs. 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 College ensures it has due regard to equality considerations whenever significant decisions are made and will consider the potential impact of these decisions, policies and protocols on particular groups. For example, when an educational College visit or activity is being planned, the College considers whether it takes account of all protected characteristics.

## **8. Equality Objectives**

- A. To ensure all Governors and Staff are aware of current legislation surrounding equality and diversity, and understand their individual and collective responsibilities.
- B. To commit to improving accessibility for students, staff and visitors with disabilities.
- C. To regularly review and refine the taught curriculum so that it supports our drive to support equality and diversity.
- D. To promote cultural understanding and tolerance of different religious beliefs and ethnic groups.
- E. To promote mental health awareness and develop appropriate support strategies.
- F. Closely monitor and record incidents involving the use of homophobic, sexist and/or racist language by students.
- G. Commit to closing gaps in attainment and achievement especially for:
  - Students eligible for student Premium
  - Students with Special Educational Needs and Disabilities

- Looked after children
- Students from minority ethnic groups.

## 9. **Monitoring Arrangements**

The Governing Body will receive regular updates on progress towards meeting equality objectives through link meetings and through data shared in meetings.

## 10. **Links to Other Policies**

This document links to the following policies:

- Accessibility Policy and Plan
- School Behaviour Policy
- Anti-bullying Policy