



De La Salle School

Equality Information & Objectives Policy

De La Salle School is a Christian community, inspired by the vision and example of Saint John Baptist De La Salle, where each person is invited to become the person God intended him or her to be and to live a life of faith and love, following the example of Christ.

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Ratified by Governors: February 2024
Next Review: January 2025

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.

1.1 Statement of Intent

De La Salle school is firmly committed to the concept of equality of opportunity in relation to their employment practices and the provision of education. They oppose all forms of unlawful discrimination, and seek to provide a working and learning environment which is free from discrimination.

De La Salle School recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds, with different skills and abilities.

De La Salle School will take positive steps to create an employment culture through its governing body, managers and other employees, workers and volunteers, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it.

We have an Equality and Diversity in Employment policy which complements other equalities policies within the school.

Guiding principles:

- We value all learners equally
- We recognise and respect diversity
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- All of De La Salle policies are written with regard to and are compliant with the Equality Act 2010

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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 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

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
- Appoint an Assistant Headteacher to have equality as a key element of their role

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.

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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)
- 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)

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

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
- 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.

7. Equality considerations in decision-making

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

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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 member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

The curriculum is successfully adapted to be ambitious and meet the needs of pupils with SEND so they can achieve the best possible outcomes

Why we have chosen this objective: To advance equality of opportunity under the Public Sector Equality Duty. To fulfil our aim of an ambitious curriculum for all, we must prioritise our most vulnerable learners. Research and outcomes data inform us that here the gaps in progress are widest and growing nationally. Those who have the greatest need deserve the best practitioners and resources we have to offer.

Objective 2

To increase the representation of teachers and supports staff from ethnic minority backgrounds over a four year period (January 2024 – December 2027)

Why we have chosen this objective: To advance equality of opportunity under the Public Sector Equality Duty. The student population of the school is approximately 37% from ethnic minority backgrounds; the staffing does not give enough appropriate role models for students to see and work with.

Objective 3

To increase staff awareness of the protected characteristics

Why we have chosen this objective: To provide staff with the training required to eliminate unlawful discrimination, harassment, victimization and any other conducted prohibited by the Equality Act 2010 and to foster good relations between people who share a protected characteristic and those who do not under the Public Sector Equality Duty.

Objective 4

To increase participation of students in extra-curricular activities year on year

Why we have chosen this objective: To advance equality of opportunity under the Public Sector Equality Duty. Students from disadvantaged backgrounds are less likely to be encouraged to participate in extracurricular activities.

9. Monitoring arrangements

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

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Disability and Accessibility Policy
- Equality, Diversity & Inclusion in Employment Policy
- Risk assessment