



THE ARNEWOOD SCHOOL

11 – 19 Academy

“Working Together – Shaping Tomorrow”

ARN/0023

EQUALITY INFORMATION AND OBJECTIVES

2023 - 2024

POLICIES AND PROCEDURES PROFORMA

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1. Aims

The Arnewood School understands its responsibilities under Public Sector Equality Duty and will promote the rights of all individuals to equality and respect through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards an inclusive society.

The Arnewood 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 agreement and articles of association.

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 , 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 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

All staff are expected to work in accordance with the principles outlined in this policy. They will:

- Ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality responsibilities
- Promote an inclusive and collaborative ethos in their practice
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Senior Leadership Team
- Support other staff members and encourage them to intervene in a positive way against any discriminatory incidents
- Teach balanced views of other countries and identify similarities to ourselves

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.

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. the introduction of a gender neutral uniform)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. we have a vibrant LGBTQ+ group who meet regularly with a member of staff)
- 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 activities)

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 in the School's Improvement Plan
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) and report these to the relevant governing body
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils or staff

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 New Milton
- 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 and productions
- 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for all students
- Is affordable for students from disadvantaged backgrounds

We actively consider our equality duties and ask ourselves relevant questions during the planning and risk assessment process. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. Equality objectives

Objective 1

To reduce the attainment and progress gap between disadvantaged and non-disadvantaged students

Why we have chosen this objective: Because we are worried about the underachievement of disadvantaged students and their life chances. The gap has been exacerbated by the recent pandemic.

To achieve this objective we plan to: Please see our Pupil Premium strategy and report. To focus on literacy and reading programmes to enable greater access to the curriculum. Include vulnerable group analysis of assessments.

Objective 2

To monitor exclusion and suspension data to ensure no group with protected characteristics is over represented. If a trend emerges to then take action to identify the factors that are causing the higher number of exclusions and seek to address them.

Why we have chosen this objective: It is good practice to monitor this data closely to ensure that no student group is experiencing disadvantage.

To achieve this objective we plan to: report exclusion data termly to the student AWLGB and outline any subsequent actions that we are taking.

Objective 3

To eliminate materials and language which reinforces stereotypes or preconceptions

Why we have chosen this objective: To meet the British Value of tolerance and to develop in our young people an acceptance of others.

To achieve this objective we plan to: Use PSHE, tutor input and assemblies to challenge stereotypes. Respond robustly to any incidents which involve such language and/or offensive actions.

9. Monitoring arrangements

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

This document will be reviewed Arnewood Local Governing Board at least every 4 years.

This document will be approved by the Arnewood Local Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Admissions Policy
- Behaviour for Learning policy
- Complaints Policy
- Personnel Manual
- SEND Policy