Equality Information and Objectives

1. Aims

John Watson 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.
- Meet the individual needs of all people with both visible and hidden disabilities, even if it requires giving them more favourable treatment.

John Watson School is committed to creating a culture where the whole community is valued, involved, supported and feels safe from discrimination.

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 (May 2014): The Equality Act 2010 and schools.

3. Roles and responsibilities

The Governing Body 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, parents and carers and the public who wish to see it.
- 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.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.

- Monitor success in achieving the objective and report back to Governors.

All school staff are expected to have regard to this document and to work to achieve the objectives.

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 made aware of their responsibilities under the Equality Act.

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 September. Staff will receive an overview of the Equality Act in their Induction folders and will sign a declaration that they have read and understood the implementation of this Equality Information and Objectives document within a month of commencing employment. At the start of each academic year, staff will complete a refresher session that will focus on specific areas of the Equality Act and in response to identified needs.

The school 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 school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by an those associated with a particular characteristic they have (e.g. pupils with disabilities, or gay staff or 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 or to be appropriately supported if fasting during Ramadan)
- 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 and any extended school opportunities or community events)

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

- Share termly attainment data 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.
- 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 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 class assemblies dealing with relevant issues, including inviting outside groups and speakers to present as appropriate.
- Working with our local community, including our shared site schools. This includes organising school trips and activities based around the local community and welcoming visitors into our school, for example at coffee mornings.
- 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. We also work with parents to promote knowledge and understanding of different cultures.
- Developing 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:

- Cuts across any religious holidays
- Is accessible to all pupils with differing disabilities
- Has equivalent facilities for all groups.

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 as part of 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.

8. Equality Objectives

At John Watson School we have agreed on the following Equality Objectives.

Objective 1: To ensure that educational resources used within the school reflect and represent the full range of cultures and diversity within society and the contributions made by females and males.

We have chosen this objective to widen the horizons and understanding of all pupils, for them to understand and respect the diverse world in which we live and to value their own culture and identity and that of others.

To achieve this objective, we will:

- review the curriculum, resources, planning documents and the learning environment to ensure they reflect and positively promote the diversity of modern society.
- use class assemblies or circle times and other sessions to raise awareness and to celebrate a variety of religious and cultural events.
- invite families of our community into school to share aspects of their culture with the wider community

Objective 2: To improve resources and develop skills of all staff ensure we provide a learning environment that meets the needs of all pupils regardless of their Special Educational Needs and Disabilities.

We have chosen this objective to ensure our policy, curriculum and practice across the school continues to meet the needs equally of all learners.

To achieve this objective, we will complete an audit of our pupils Special Educational Needs and Disabilities and how these impact on how they access learning. We will then review our approaches to ensure we are maximising opportunities for all learners.

Objective 3: To ensure we know the key considerations and factors that enable us to support neurodiverse staff in the workplace.

We have chosen this objective because we aim to increase our ability to create an inclusive workplace. We recognise that a diverse workforce brings huge benefits to the school and there is the potential for us to harness the individual skills of different groups of employees. We also believe this objective will help us to recruit and retain excellent staff.

To achieve this a senior leader will complete relevant training and cascade this knowledge to other leaders and staff (as relevant). We will then review our policy and practise in this area.

9. Reporting duties

We will annually publish information to demonstrate compliance with the aims of the Equality Duty.

10. Monitoring arrangements

The headteacher will update the equality information we publish every year.

This document will be reviewed by the Governing body annually.

11. Links to other policies

This document links to the following policies:

- Our Accessibility Plan
- Safeguarding Policy
- Anti-bullying Policy

Written: September 2024

Reviewed: September 2026

Next review: September 2027

Lead: Headteacher