

# Moat Farm Junior School Equality Information and Objectives



**Approved by:**

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### 1. Aims

Moat Farm Junior 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
- › [Public Sector Equality Duty: Guidance for Schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

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

Operating within the framework of Secure Autonomy as a member school of Stour Vale Academy Trust, the local governing body will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated 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.
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The equality link governor is Deborah Walker. They will:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the local governing body regarding any issues

The Headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils in the school
- › Meet with the equality link governor every term (where the Headteacher is the designated member of staff for equality) to raise and discuss any issues
- › Monitor success in achieving the objectives and report back to the local governing body

The designated member of staff for equality (where this is not the Headteacher) will:

- › Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the Headteacher in identifying any staff training needs, and arrange training as necessary

All 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 local governors are regularly reminded of their responsibilities under the Equality Act and an Equalities Impact Assessment is carried out when policies are implemented or reviewed.

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

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 the local governing body 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 staff and pupils that are connected to a particular characteristic they have.
- › Taking steps to meet the particular needs of people who have 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 publicly available attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and share this information with governors and staff through the school's self-evaluation form and improvement plan.
  - Continuously develop and review an inclusive curriculum that reflects diverse perspectives, cultures and experiences. This includes incorporating content that resonates with students from various backgrounds, ensuring that they can see themselves represented in their studies. By

fostering an inclusive curriculum, the school seeks to create an environment where all students feel valued, respected and empowered to reach their full potential.

- Provide equitable access to resources and support services for all pupils. This involves identifying and addressing any disparities in resources, such as educational materials, technology, and extracurricular opportunities. The school is committed to creating an environment where every pupil, regardless of socio-economic background or particular characteristics, can access the tools and support needed to excel academically and personally.

## 6. Fostering good relations

- Secure autonomy enables and supports schools to build good relations within their own communities and contexts in the way which works best for them and the Trust maintains good relationships with neighbouring trusts and LAs and is committed to working collaboratively to promote equality. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

- being committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. School leaders will monitor this education provision to ensure that students acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.
- aiming to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents, governors, local communities and other partners about education and equality issues.
- fostering positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- ensuring that our staff and local governors who plan, agree and deliver our education provision recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff, volunteers and students) and the learning environment we provide will be safe and accessible for those studying and working.
- making every effort to create equality of opportunity for employees, ensuring opportunities are accessible and fair to all. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to the working environment and opportunity to undertake the job role successfully.

## 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.

The school keeps a written record known as an Equality Impact Assessment (see Appendix) to show we have actively considered our equality duties and asked ourselves relevant questions.

## 8. Equality objectives

### Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July 24, and report on this to the staffing and pay sub-committee of the governing board.

### Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 24, to meet their needs better and make sure that any disadvantages they experience are addressed.

### **Objective 3**

Promote diversity in leadership and decision-making roles. This includes actively working to increase the representation of individuals from underrepresented groups in positions of authority within the leadership team. By fostering a leadership team that reflects the diversity of its workforce, the school aims to ensure that different perspectives and experiences contribute to decision-making processes, ultimately leading to more inclusive and equitable policies and practices throughout.

### **Objective 4**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

## **9. Monitoring arrangements**

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

This document will be reviewed annually.

This document will be approved by the local governing body.

## **10. Links with other policies**

This document links to the following policies:

- Safer Recruitment & Selection Policy
- Staff Code of Conduct
- Trustee / Local Governor Code of Conduct
- Staff Disciplinary Policy
- Staff Absence Management Policy
- Visitors Policy
- Accessibility Plan
- PSHE/SRE Policy

## Appendix 1: Equality Impact Assessment

| Question   |   | Response  |   |
|--|---|---|---|
| 1. Name of policy or activity being assessed?  |   |   |   |
| 2. Summary of the aims and objectives of the policy?                                       |   |   |   |
| 3. What involvement and consultation has been done in relation to the policy?              |   |   |   |
| 4. What involvement and consultation is planned in relation to this policy?                |   |   |   |
| 5. Who is affected by the policy?  |   |   |   |
| 6. What are the arrangements for monitoring and reviewing the actual impact of the policy? |   |   |   |
| Protected characteristic group   | Is there potential for positive or negative impact? | Explanation & details of any evidence / data used | Action to address negative impact (e. g. adjustments to the policy) |
| Disability   |   |   |   |
| Gender reassignment  |   |   |   |
| Marriage or civil partnership  |   |   |   |
| Race   |   |   |   |
| Religion or belief   |   |   |   |
| Sexual orientation   |   |   |   |
| Sex (gender)   |   |   |   |
| Age  |   |   |   |

## Appendix 2: Public Sector Equality Duty – update

|  |   |
|--|---|
| Stour Vale Academy Trust, like other public authorities, must have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 when carrying out its work. These general duties are to: |   |
| (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;  | <p>This is achieved in a variety of ways.</p> <ul style="list-style-type: none"> <li>For staff there is a Code of Conduct, based firmly in the Trust's values, that makes clear that discriminatory behaviour, including harassment and victimisation is not tolerated in the workplace. There are clear policies in place to address any occurrence (grievance and disciplinary).</li> <li>Schools have rules, policies and procedures that fulfil similar functions for pupils, as well as working through the PSHE curriculum (Citizenship, British Values, etc.) to eliminate conduct that is not supportive of this aim.</li> <li>Other stakeholders are able to raise issues through Complaints procedures, etc.</li> </ul> |
| (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;   | <p>Policies exist at Trust and school level to promote equality of opportunity.</p> <p>The advancement of equality is at the heart of the PSHE curriculum.</p> <p>In many schools, pupils are encouraged to band together with others who share the same characteristics in extra curricular activities and clubs, and with others to promote understanding.</p>  |
| (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.   | <p>This is achieved mostly through an inclusive and open culture in schools that allows for and celebrates difference.</p>  |

## Appendix 3: Specific Equality Objectives

| <b>Objective 1</b>   |   |             |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
|--|---|-------------|-------|---------|----------------|----|-------------|-----------------------------------|---|-------------|--------------------------------|---|-------------|-----------------------------------|---|-------------|----------------------------------|---|-------------|-----------------------------|---|-------------|
| Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July 24, and report on this to the staffing and pay sub-committee of the governing board. | <p><b>June 2024</b></p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>White, British</td> <td>51</td> <td>83.60655738</td> </tr> <tr> <td>Asian or Asian British, Pakistani</td> <td>1</td> <td>1.639344262</td> </tr> <tr> <td>Asian or Asian British, Indian</td> <td>4</td> <td>6.557377049</td> </tr> <tr> <td>White, any other White Background</td> <td>1</td> <td>1.639344262</td> </tr> <tr> <td>Mixed, White and Black Caribbean</td> <td>2</td> <td>3.278688525</td> </tr> <tr> <td>Any other ethnic background</td> <td>1</td> <td>1.639344262</td> </tr> </tbody> </table> | Ethnicity   | Count | Percent | White, British | 51 | 83.60655738 | Asian or Asian British, Pakistani | 1 | 1.639344262 | Asian or Asian British, Indian | 4 | 6.557377049 | White, any other White Background | 1 | 1.639344262 | Mixed, White and Black Caribbean | 2 | 3.278688525 | Any other ethnic background | 1 | 1.639344262 |
| Ethnicity  | Count   | Percent     |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
| White, British   | 51  | 83.60655738 |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
| Asian or Asian British, Pakistani  | 1   | 1.639344262 |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
| Asian or Asian British, Indian   | 4   | 6.557377049 |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
| White, any other White Background  | 1   | 1.639344262 |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
| Mixed, White and Black Caribbean   | 2   | 3.278688525 |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |
| Any other ethnic background  | 1   | 1.639344262 |       |         |                |    |             |                                   |   |             |                                |   |             |                                   |   |             |                                  |   |             |                             |   |             |



|  |  |              |                |
|--|--|--------------|----------------|
|  | Prefer not to say  | 1            | 1.639344262    |
|  | <b>Totals</b>  | <b>61</b>    | <b>100</b>     |
|  | <b>Gender</b>  | <b>Count</b> | <b>Percent</b> |
|  | Male   | 12           | 19.67213115    |
|  | Female   | 49           | 80.32786885    |
|  | <b>Total</b>   | <b>61</b>    | <b>100</b>     |
|  | <b>Disability</b>  | <b>Count</b> | <b>Percent</b> |
|  | With   | 3            | 4.918032787    |
|  | Without  | 58           | 95.08196721    |
|  | <b>Total</b>   | <b>61</b>    | <b>100</b>     |
| <b>Objective 2</b>   |  |              |                |
| Have in place a reasonable adjustment agreement for all staff with disabilities by July 24, to meet their needs better and make sure that any disadvantages they experience are addressed.   | There are currently 3 members of staff with disabilities. Adjustments have been made in order to address issues that they experience such as personalised apparatus, adapted ratios in classrooms and trips, changes to rotas are some of the many adjustments in place. These are regularly reviewed. |              |                |
| <b>Objective 3</b>   |  |              |                |
| Promote diversity in leadership and decision-making roles. This includes actively working to increase the representation of individuals from underrepresented groups in positions of authority within the leadership team. By fostering a leadership team that reflects the diversity of its workforce, the school aims to ensure that different perspectives and experiences contribute to decision-making processes, ultimately leading to more inclusive and equitable policies and practices throughout. | In the academic year 23/24, 77% of the leadership team were white British. In September 24/25, 60% of the leadership team will be white British with an increased number of members from the leadership team representing the diverse background of our community.                                     |              |                |
| <b>Objective 4</b>   |  |              |                |
| Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.   | Equality and Diversity (TES Educare) training <b>completed</b> in June 24 by:<br><b>Aline Scotney</b><br><b>Elizabeth Shaw</b><br><b>Liam Climpson</b><br><b>Gemma Wilding</b><br><b>Jenny Moulder</b><br><b>Manraj Grewal</b>   |              |                |