



**EDUCATION MY LIFE MATTERS**  
**Equality Policy**

<b>Approved by:</b>	<b>Independent Executive Board</b>	<b>Date: 15.05.23</b>
<b>Last reviewed on:</b>	<b>July 2021</b>	
<b>Next review due by:</b>	<b>April 2025</b>	

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## Statement of Intent:

EMLM is committed to ensuring that all members of the school community and the wider community are treated equally, fairly and with respect by the school and by each other. Prejudice, discrimination, and victimisation are not tolerated, and we aim to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. This is embedded across the school and is promoted through our core values; manners, respect, honesty and consideration for others.

## 1. Aims

EMLM 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
- › Provide a learning environment where all learners see themselves reflected and feel a sense of belonging
- › Prepare learners for life in a diverse society in which they are able to see their place in the local, regional, national and international community
- › Include and value to contribution of all families to our understanding of equality and diversity
- › Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- › Plan lessons to improve our understanding and promotion of diversity
- › Actively challenge discrimination and disadvantage

## 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 Independent Executive Board Members 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 2 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor 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 full Interim Executive Board regarding any issues

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 Board Members

The designated member of staff for equality will:

- › Support the leadership team 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 leadership team in identifying any staff training needs, and deliver training as necessary

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

EMLM 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 Board Members 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 and/or throughout the year via <https://www.highspeedtraining.co.uk/courses/business-essentials/equality-and-diversity-training-course/>

EMLM 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, EMLM 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. learners with disabilities, or gay learners 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of school societies)

In fulfilling this aspect of the duty, EMLM will:

- Track and analyse each year how learners with different characteristics are performing
- Determine strengths and areas for improvement, implement actions in response and report to Board Members termly
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Identify any issues associated with particular protected characteristics which could affect our own learners

## **6. Fostering good relations**

EMLM 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 regular class talks dealing with relevant issues. Learners will be encouraged to take a lead in such talks and EMLM will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak with our learners and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of learners within EMLM.

## **7. Equality considerations in decision-making**

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

We always consider 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 learners with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

<b>Objective 1</b>	To promote positive mental health through high quality PHSE topics and strong pastoral provision	
<b>Why we have chosen this objective:</b>		
<p>Nationally, research indicates that the proportion of children who are experiencing mental health difficulties has increased. Between March and June 2020, a period when schools were closed to most pupils, symptoms of depression and post traumatic stress disorder were found to have significantly increased in children and young people. Children with SEND appear to have suffered substantial impact on their mental health and experienced greater anxiousness during the pandemic than children without SEND.</p> <p><b>Reference:</b> <a href="https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people">https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people</a></p>		
<b>Task/Actions</b>	<b>Success criteria</b>	
<p>Ensure that there are opportunities for issues to be addressed within the curriculum and all subjects.</p> <ul style="list-style-type: none"> <li>• Monitor and Quality Assure PSHE to ensure that there is equity in the delivery of PSHE sessions</li> <li>• Conduct PSHE Book Studies</li> <li>• Introduce and monitor the use of 'Thought Boxes'</li> <li>• Contextual safeguarding to be considered when discussing various topics</li> <li>• Learning Mentor to continue to work with pupils and families</li> <li>• Family learning sessions and signposting to agencies that can offer support               <ul style="list-style-type: none"> <li>• Parents learning events/workshops to be planned and organised</li> </ul> </li> <li>• Analyse referrals</li> <li>• The safeguarding team are to continue to work on building relationships and engagement with families/carers               <ul style="list-style-type: none"> <li>▪ Offer a wide range of learning opportunities that support and develop positive mental health</li> <li>▪ Build good relationships with families and use signposting to agencies that can offer support</li> <li>▪ Introduce Coffee Mornings/virtual evening sessions</li> </ul> </li> </ul>	<p>The curriculum provides a wide range of opportunities relating to the promotion and development of positive mental health</p> <p>All learners regardless of their race, gender and disability are supported</p>	

<ul style="list-style-type: none"> <li>▪ Use the Learning Mentors to continue to work on building relationships and engagement with parent/carers</li> </ul>	
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<b>Objective 2</b>	To challenge stereotypes and ensure resources and teaching strategies reflect and value the diversity of pupil's experiences
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**Why we have chosen this objective:**

Research indicates that, although some girls achieve better test scores than boys – and are more likely to go on to higher education – this does not translate into equality at home, at work or in society in general.

The gender pay gap remains stubbornly hard to shift and women continue to be underrepresented in sectors such as science, engineering and technology. Efforts to recruit men into careers such as teaching and nursing continue to enjoy limited success.

The permanent exclusion rate for males is higher than that for girls s that for girls and more boys enter the youth offending system than girls. Furthermore, OFTSED reported that around 9 in 10 of the girls that they had spoken to said that sexist name calling and being sent unwanted explicit pictures or videos happened ‘a lot’ or ‘sometimes. Therefore, we need to ensure that this culture is challenged and changed.

<https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england> (24.11.22)

Task/Actions	Success criteria
<p>Ensure that learners are given opportunity to discuss gender equality</p> <ul style="list-style-type: none"> <li>• Teachers to take opportunities to challenge stereotypical representations of gender or to highlight and endorse no stereotypical expressions of gender whenever they occur – be it in books or other resources, during classrooms interactions or manifested in learner’s behaviour or choices</li> <li>• Ensure that literature is used to challenge stereotypes and are available for staff to use</li> <li>• Ensure that literature offers opportunities to address and challenge stereotypes</li> <li>• Ensure that learner’s language is addressed so that sexist or sexualised language are challenged <ul style="list-style-type: none"> <li>• On-going awareness and training about gender equality for staff</li> </ul> </li> <li>• Half term analysis of gender equality concerns</li> </ul>	<p>The curriculum effectively addresses the importance of gender equality and the harmful impact of gender inequality</p> <p>Learners do not use language that is derogatory towards either sex</p> <p>Staff questioning gender stereotypes whenever they appear</p>

• Ensure all staff are reporting incidences of sexualised or derogatory language/behaviours	
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## 9. Monitoring arrangements

The Board Members will update the equality information at least every year.

This document will be reviewed by the Independent Executive Board at least every 2 years.

This document will be approved by the Board Members.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment