COMMONWEAL

P13: EQUALITY & DIVERSITY POLICY

Rationale

The school aims to be a diverse and inclusive workplace that values difference and enables everyone to thrive. All leaders will lead by example as inclusive leaders and actively consider during all placement and hiring opportunities advocates for diversity and inclusion. We succeed through inclusion. Our success is underpinned by the diverse backgrounds, skills and ideas that we value and embrace. This means that each year the School Development Plan will include reference to equality and diversity issues from September 2022.

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

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.

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 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

The governor link will be the PAWS committee. The PAWS committee will:

- Meet with the designated member of staff for equality annually 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 governing 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 governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor not less than twice every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 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 governors aware of these as appropriate.

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)

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, Social and Global Studies, but also activities in other curriculum areas. This includes through promotion of the Global Learning values.
- 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.
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- The school will respond to significant events in society with an adaptive curriculum

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 pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a record 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.

Equality objectives – Objectives will be set annually from September 2022 as part of the School Development Plan process

2022-23

Objective 1

Gather student voice regarding areas where students consider the school to be effective in ensuring equality and diversity. Gather student voice regarding areas where students consider the school to require development in ensuring equality and diversity.

Why we have chosen this objective: To be better informed about the issues of concern and relevance to our students.

To achieve this objective we plan to: Set up a diversity and equality group that is open to all students to collect student voice regarding issues in society and within school.

Progress made: a group of students started meeting in 2021 and discussing diversity and equality. It met throughout 22-23 and RKH discussed their views with CJD in regular meetings

Objective 2

Gather staff voice regarding areas where staff consider the school to be effective in ensuring equality and diversity. Gather staff voice regarding areas where staff consider the school to require development in ensuring equality and diversity.

Why we have chosen this objective: To be better informed about the issues of concern and relevance to our staff.

To achieve this objective we plan to: collect staff voice about what our development priorities regarding diversity and inclusion should be.

Progress we are making towards this objective: a twilight session was held and a staff survey conducted. RKH, link governor and SMT analysed findings.

Objective 3

Construct a calendar of culturally significant events that will be celebrated in the school community. The calendar will reflect the school community.
Why we have chosen this objective: to ensure we recognize events and days of importance to the school community. To provide parity of esteem to events of diverse cultural significance.

To achieve this objective we plan to: draw up a calendar of cultural and remembrance events to be recognized each year. To be informed by the results of objectives 1 and 2.

Progress we are making towards this objective: A calendar was agreed consisting of: Black History Month, Diwali, Pride month, Holocaust Memorial Day, Christmas, Easter, Ramadan, Remembrance Day and International Women's Day,

2023-24

Objective 1

Embed and strengthen the E&D calendar of events.

Why we have chosen this objective: To deepen the experience and understanding of students. To create greater engagement and enjoyment of diversity amongst students. To further raise the profile of these events. To get students involved in leading each other

To achieve this objective we plan to: Develop a broader range of activities and more in-depth activities to mark the significant events in the E&D calendar developed in 2022-23. E.g. more than just assemblies

Objective 2

Facilitate and support students in discussing issues relating to minority ethnic groups and LGBTQ identities and enable students to input into school actions.

Why we have chosen this objective: Staff and student voice suggests these are communities who may benefit from a particular focus at this time.

To achieve this objective we plan to: Develop BAME & Pride groups to meet and discuss relevant issues inside and outside of school.

Objective 3

Develop a wider group of staff and students having leadership of D&E work at Commonweal. Including from The Commonweal Voice.

Why we have chosen this objective: To get a broader range of views, to increase capacity for action.

To achieve this objective we plan to: Approach staff and students for volunteers. Speak to staff who have previously expressed an interest. Liaise with The Commonweal Voice leadership.

This document links to the following policies / document:

- Accessibility Plan
- SEND policy
- Trips and Visits Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- School Medical Needs Policy
- Whole school risk assessments

Monitoring and Review

The Personnel Committee will monitor this policy on an annual basis and review in December 2024, or earlier if required by legislation.