



**PORTICO**  
ACADEMY TRUST

the gateway to learning & development

## Equality Information and Objectives

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**Next Review Date:** February 2028

**Person Responsible:** Candy London



**Signature of Executive Headteacher:** *Cheryl Hill*

**Signature of Link Trustee:** *Claire Smith*

**Date:** February 2024

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### 1. Aims

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.

### 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 board of trustees 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 executive headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to trustees.

The designated member of staff for equality will:

- Support the executive headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Support the executive headteacher 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

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 trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and trustees 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 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. by enabling Muslim pupils to pray at prescribed times and in a dedicated area).
- 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).

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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Analyse the school's attainment data showing how pupils with different characteristics are performing in order to determine strengths and areas for improvement, implement actions in response and publish this information.
- Publish further data about any issues associated with particular 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, 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 are introduced to literature from a range of cultures. Our PSHE and collective worship curriculum supports understanding and celebration of differences. Sexual orientation is covered within our Year 5 and 6 PSHE lessons linked to Relationships and Sex education. These materials are made available to parents prior to the lessons taking place.
- Holding assemblies dealing with relevant issues. Pupils are encouraged to take a lead in such assemblies and we also invite external speakers to contribute. We also hold workshops for children that focus on specific issues, such as hate crime.

- 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, such as within homes for elderly residents and to local churches and places of worship.
- 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. Attendance at clubs is monitored and tracked for key groups to ensure equal access.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- PSHE planning and assemblies include teaching about the protected characteristics, including gender reassignment, in an age-appropriate manner. The protective characteristics are mapped carefully across the curriculum to ensure that children have a good understanding of these.

## 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 pupils with disabilities;
- has equivalent facilities for boys and girls.

## 8. Equality objectives

### Objective 1

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

### Objective 2

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

### Objective 3

To promote cultural development and understanding through a rich range of experiences both in and beyond the school.

### Objective 4

To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove the possibility of any inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

### Objective 5

To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

## 9. Monitoring arrangements

The executive headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the executive headteacher at least every 4 years.  
This document will be approved by the executive headteacher and trustees.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Code of Conduct
- RSE and PSHE Policies
- RE Policy
- Behaviour Policy