



THE HOLT SCHOOL
EQUALITY OBJECTIVES
2012-2016

1 Introduction

- 1.1 The Equality Act 2010 (the Act) replaces the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law in important ways, to help tackle discrimination and inequality.

2 The Equality Duty

- 2.1 A key measure in the Act is the public sector Equality Duty which ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. The Holt school is a public body.
- 2.2 The Equality Duty is a duty on us and others carrying out public functions. It ensures that we consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to our own employees.
- 2.3 The new Equality Duty supports good decision-making – it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of our activities on different people, and how inclusive public services can support and open up people's opportunities, we are better placed to deliver policies and services that are efficient and effective.
- 2.4 The Equality Duty replaces the three previous public sector equality duties for race, disability and gender. It now covers the following protected characteristics:
- age
 - disability
 - gender reassignment
 - pregnancy and maternity
 - race – this includes ethnic or national origins, colour or nationality
 - religion or belief – this includes lack of belief
 - sex
 - sexual orientation
- 2.5 The Equality Duty has three aims. It requires us to have due regard to the need to:
- a eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
 - b advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - c foster good relations between people who share a protected characteristic and people who do not share it.
- 2.6 We need to consciously think about the three aims of the Equality Duty as part of the process of decision-making. The Equality Duty will be one of a number of factors that need to be considered. The weight given to the

Equality Duty, compared to the other factors, will depend on how much that function affects discrimination, equality of opportunity and good relations and the extent of any disadvantage that needs to be addressed.

- 2.7 There is no explicit requirement to refer to the Equality Duty in recording the process of consideration but it is good practice to do so. The information which is needed to show that the school has due regard for equalities could be any of the following:-

Data

- Pupil population broken down by ethnicity, gender, EAL, SEN and their outcomes and participation compared to other students.

Documentation

- Evidence that the school uses the data to set objectives for improvements eg evidence in improvement plans, SEF's, SEP's
- Policy is published on website and referred to in newsletters
- References to the schools responsibilities under the Equality Act in minutes of governor meetings, SLT and staff meetings and student council.

Responsibilities

- A member of SLT and the governing body have special responsibilities for equalities matters.

Staffing

- CPD programme in school includes references to equalities
- There is EOP good practice in the recruitments and promotion of all staff.

Behaviour and Safety

- Clear procedures to deal with prejudice related bullying and other behaviour incidents.
- Surveys and interviews show that most students feel safe from all kinds of bullying.

Curriculum

- Focused attention is paid to the needs of specific groups of students eg EAL
- There is coverage in the curriculum of equalities issues especially tackling prejudice.
- Activities across the curriculum promote SMSC
- The school takes part in national projects such as Refugee week or Disability History Month
- Curriculum resources in all subjects portray positive images of disabled people, of gay and lesbian people, men and women in non –stereotypical gender roles and of people from a wide range of ethnic, religious and cultural background.

Consultation and involvement

- School has systems set up for consulting and involving various stakeholders regarding the concerns and requirements of the Equality Act.
- The school finds out what students think and feel about the school and considers the concerns of the Equality Act.

3. Specific Duties

- 3.1 The Equality Duty is supported by specific duties which require us to publish relevant, proportionate information demonstrating our compliance with the Equality Duty; and to set ourselves specific, measurable equality objectives.

- 3.2 The specific duties require us to:

- a publish information to show compliance with the Equality Duty, at least annually; and
- b set and publish equality objectives, at least every four years.

4 Published Information

- 4.1 The school has in place the following documents providing evidence of compliance with the Equality Duty:

Equal Opportunities Policy and Guidance
 Racial Equality Policy
 Curriculum Policy
 Special Educational Needs Policy
 Sex and Relationships Education Policy
 Disability Access Audit
 Prospectus
 Staff Handbook
 Application forms for prospective employees
 Information pack for prospective employees

5. Employment information

- 5.1 This school has an Equal Opportunities policy for employees which can be found on the school website.
- 5.2 We monitor our employees in order to ensure that the policy is being followed. as at the 1st April 2012 our data is see Appendix 1
- 5.3 Teachers are paid in strict accordance with the School Teacher's Pay and Conditions document. Any discretionary pay decisions are made in line with our pay policy which is available on the school website. Support staff are paid in accordance with Wokingham Borough Council's job evaluation process.

6. Objectives for 2012-2016 are

- Narrow the gap in attendance of Gypsy, Roma Traveller students and other students throughout the school.
- To narrow the gap in participation in enrichment activities and the public life of the school between EAL, ethnic and disabled students including learning-disabled students and other students.
- To promote SMSC development through assemblies, house events and TFTW with particular reference to equality and diversity.
- To promote non- stereotypical career options
- To ensure the transition arrangements for incoming students from a protected characteristic are reviewed annually.
- To adapt the school site so it allows the disabled students to move around independently.
- To collect data on the candidates profiles for job vacancies at The Holt School.