

## Craven Pupil Referral Service



### Equality information and objectives

2023-24

Approved by:

A handwritten signature in black ink, appearing to read 'A. Haughey'.

Date: December 2023

Print: A. Haughey

Last reviewed on:

December 2023

Next review due by:

December 2024

Ratified by Governors:

A handwritten signature in black ink, appearing to read 'R. Bellfield'.

Date: December 2023

Print: R. Bellfield

## 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.

## 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 board 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 3 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Phil Pipe. They will:

- Meet with Nikie Arthurs designated member of staff for equality every term 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.

The designated member of staff for equality (Nikie Arthurs) 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 DSL 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.

## 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 every September with updates as necessary.

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 activities)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## Equality objectives

### Objective 1

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

Why we have chosen this objective: To ensure that staff are afforded the necessary adjustments to enable them to complete all duties without restriction or disadvantage.

To achieve this objective, we plan to: Audit staff to ensure that we have identified those who fall under the disability criteria. Ensure Risk Assessments have been completed for identified staff members.

Progress we are making towards this objective: review to be completed following Risk Assessments which will be placed in the staff file.

### Objective 2

Train headteacher, office manager and SLT involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure that we meet recruitment law and policies, therefore SCR will be compliant, and we will make sure that recruitment is fair and equitable.

To achieve this objective, we plan to: Train all key members of staff for safer recruitment. Follow procedures. Follow SCR and recruitment for NYCC staff.

Progress we are making towards this objective: All key staff have now been trained. Policies are followed and the SCR is checked monthly internally and annually by North Yorkshire.

---

## Objective 3

Have in place a culture and ethos of equality, inclusivity, and diversity amongst all stakeholders.

Why we have chosen this objective: To ensure that all stakeholders understand and value the nature of difference and tolerance towards those who hold differing beliefs and cultural norms to ourselves. To be accepting of the fact that we are all unique and that everyone has a place in our community and wider society.

To achieve this objective, we plan to: Educate and inform our students through modelling of good practice; PSCHCE/RSE/Humanities lessons. Assemblies and visitors. Tutor time and Optimize opportunities and through Emotional Coaching conversations. Staff and Governor training. Staff, student, and parent voice.

Progress we are making towards this objective: Staff and governance training completed. Termly staff, student, and parent voice. Emotional Coaching training from NYCC. Programmes of study include key areas of diversity and inclusion.

## 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, citizenship and PSCHCE, 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 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. For example, our student voice 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. We also work with parents to promote knowledge and understanding of different cultures.
- We are endeavoring to develop links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach.

## 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 written record (known as an Equality Impact Assessment) 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 and is stored electronically with the completed risk assessment.

---