

ALAMEDA MIDDLE SCHOOL



Ambitious  Motivated
Confident to Soar

EQUALITY INFORMATION AND OBJECTIVES

OCTOBER 2024

EQUALITY INFORMATION AND OBJECTIVES

DOCUMENT STATUS

ORIGINAL AUTHOR	Headteacher
DATE OF PRODUCTION	October 2020
CURRENT STATUS	Approved
REVIEWING BODY	Curriculum and Standards Committee recommends policy to the Full Governing Board.
REVIEWED ON	October 2024
DATE FOR NEXT REVIEW	October 2028
RELATED POLICIES (IF ANY)	Accessibility Plan SEND Teaching and Learning



EQUALITY INFORMATION AND OBJECTIVES

TABLE OF CONTENTS

1. AIMS	1
2. LEGISLATION AND GUIDANCE.....	1
3. ROLES AND RESPONSIBILITIES	1
4. ELIMINATING DISCRIMINATION.....	2
5. ADVANCING EQUALITY OF OPPORTUNITY	2
6. FOSTERING GOOD RELATIONS.....	3
7. EQUALITY CONSIDERATIONS IN DECISION-MAKING	3
8. EQUALITY OBJECTIVES	4
9. MONITORING ARRANGEMENTS	6

EQUALITY INFORMATION AND OBJECTIVES

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](#).

This document also complies with our funding agreement and articles of association.

3. 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 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

EQUALITY INFORMATION AND OBJECTIVES

The Deputy Headteacher for equality will:

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

The Headteacher is responsible for monitoring equality issues.

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 which 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)

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 above data to determine strengths and areas for improvement, implement actions in response and publish this information

EQUALITY INFORMATION AND OBJECTIVES

- 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

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/Values and discussions in form time, 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 into school, 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 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. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

- Consult further on practice in other settings and take further advice from SEND experts to finalise our draft proposal. Widen the trial and consult further with parents of pupils to whom this applies on the draft proposal.
- Trial the draft proposal
- Review the proposal.
- Review targets set to ensure targets for boys are aspirational.
- Identify boys as target pupils as part of PPM process (along with other under-performing groups)
- Include boys in monitoring focus – by leaders at all levels
- YLs include boys in interventions
- Leaders attend training on raising the attainment of boys, share feedback with other staff as part of staff meeting schedule.

Objective 1: To promote inclusivity in the curriculum, teaching, and learning.

Why we have chosen this objective: To ensure that the curriculum reflects and respects diversity, promoting an understanding and appreciation of difference cultures, religions, genders and abilities, both in our local community and the wider world.

To achieve this objective, we plan to:

- Regularly review the curriculum to ensure it includes diverse perspectives and materials.
- Provide extra-curricular provision that encourages participation from all backgrounds, including pupils with SEND.
- Incorporate lessons on equality, diversity and ability across subjects.
- Provide staff training on inclusive practices.

Progress we are making towards this objective: new objective

Objective 2: To reduce gaps in attainment between different pupil groups.

Why we have chosen this objective: Locally and nationally, there are gaps in academic performance between different groups of pupils, such as those from different socio-economic backgrounds, ethnicities, or those with disabilities or special educational needs.

To achieve this objective, we plan to:

- Regularly monitor and analyse performance data for different pupil groups.

EQUALITY INFORMATION AND OBJECTIVES

- Implement targeted interventions and support programmes for underperforming groups.
- Engage with parents and communities to support pupils' learning.

Progress we are making towards this objective: new objective

Objective 3: Promote positive relationships amongst all pupils and staff.

Why we have chosen this objective: To create an inclusive school culture where pupils and staff respect each other's differences, and any form of bullying or discrimination is not tolerated.

To achieve this objective, we plan to:

- Develop and implement an anti-bullying policy with a strong focus on tackling discrimination based on race, gender, sexual orientation, disability, or religion.
- Develop a team of anti-bullying pupils, visible in light blue tabards.
- Provide regular workshops and assemblies promoting respect, tolerance, and empathy.

Progress we are making towards this objective: The anti-bullying policy is in place. Regular assemblies have taken place by senior leaders, year leaders and the anti-bullying ambassadors. Reports of bullying are taken seriously. No form of bullying is accepted.

Objective 4: To improve representation and participation.

Why we have chosen this objective: Ensure that pupils and staff from all backgrounds are represented and have a voice in the decision-making processes in the school.

To achieve this objective, we plan to:

- Ensure student councils and the Junior Leadership Team are representative of the school's diversity.
- Engage pupils from all backgrounds in extra-curricular activities and leadership roles.
- Review recruitment practices to ensure diverse staff representation.

Progress we are making towards this objective: new objective

Objective 5: Support the mental health and well-being of pupils and staff

Why we have chosen this objective: Instances of negative well-being and mental health have grown exponentially since the Covid pandemic. We wish to support pupils and staff who may face additional challenges.



EQUALITY INFORMATION AND OBJECTIVES

To achieve this objective, we plan to:

- Provide mental health support services, such as counselling, which are accessible to all pupils.
- Offer training for staff to recognise and support pupils facing mental health challenges.
- Implement initiatives that promote resilience and well-being, with an inclusive approach that considers the different experiences of pupils from various backgrounds.
- Signpost staff to the SMART clinic and other external agencies for support.

Progress we are making towards this objective: new objective.

Objective 6: Ensure pupils and staff with disabilities have full access to the curriculum and facilities

Why we have chosen this objective: To make sure the school environment, both physical and educational, is accessible to pupils and staff with disabilities or special educational needs.

To achieve this objective, we plan to:

- Audit the physical environment regularly to ensure it is fully accessible.
- Provide tailored support plans for pupils with SEND, involving parents in the process.
- Ensure that teaching materials are accessible, including providing assistive technology where necessary.

Progress we are making towards this objective: new objective.

9. MONITORING ARRANGEMENTS

The Curriculum and Standards Committee will update the equality information we publish.

This document will be reviewed by the governing board at least every 4 years.

This document will be recommended by the Curriculum and Standards Committee to be approved by the governing board.