Equalities Information

POLICY

Equalities Information

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act**. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- **Advance quality of opportunity between people who share a protected characteristic and those who do not.**
- By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

  Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race / disability / sex / gender reassignment / age / pregnancy and maternity / religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the setting of equality within policies and practice and identified gaps.
- Examined how our setting engages with the protected groups; identifying where practice could be improved.

Protected Characteristic	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Race	■ Race Equality Policy ■ Admission Data ■ Termly reports to LAABS detailing ■ Racist incident data ■ Tracking of incidents/feedback to parents by SLT.	■ Curriculum ■ Assemblies ■ School policies	■ Parent engagement opportunities ■ Assemblies ■ School vision, values and ethos. ■ Recruitment process ■ Data analysis

Disability	■ School policies ■ School offer ■ Inclusive practice ■ Annual review meetings with parents and professionals ■ SEND repots for LAAB ■ School data analysis ■ Well-being strategy	■ School policies ■ Detailed data tracking ■ Provision maps ■ I CAN programme ■ Well-being strategy	■ Range of parent engagement opportunities Pastoral Team ■ Signposting services
Gender	■ Admissions data ■ Recruitment process ■ Gender equality policy ■ School data analysis	■ School data analysis ■ School policies ■ Intervention/booster groups for targeted groups PM process	■ Equal opportunity to access all curriculum areas Parent engagement opportunities Assemblies ■ School ethos ■ I CAN programme
Gender Reassignment	■ Inclusive practice ■ Recruitment process ■ Equality policy ■ Admission policy	■ School policies ■ SRE curriculum ■ School ethos	■ Effective relationships with parents ■ Admission process ■ Inclusion Team ■ Pastoral Team
Pregnancy and Maternity	■ Expectant parent policy ■ Work place support ■ Risk assessment and reasonable adjustments in place	■ Adherence to policy ■ Consideration given to requests	■ Adherence to policy Continue to make reasonable adjustments to ensure they are supported at work ■ School ethos
Age	■ Employment and recruitment process	■ Recruitment process	■ Recruitment process ■ School ethos
Religion and Belief	■ Admissions procedures ■ Recruitment processes ■ Employment documents	■ Celebration of faiths and cultures Curriculum ■ Assemblies	■ Parent relationships ■ Admissions processes ■ School ethos and displays
Sexual Orientation	■ School policies ■ Inclusive practices ■ Admissions data ■ Recruitment processes ■ Equality policy	■ Celebration of diversity ■ Pastoral Team ■ School policies ■ SRE policy	■ Effective relationships with parents ■ Admission process ■ Inclusion Team ■ Pastoral Team

In order to ensure that provision for disabled pupils is in place and that as reasonably as possible a disabled person can benefit from education to the same extent as a person without disability the school will:

- Ensure that all auxiliary aids and services and reasonable adjustments, where they are not part of an EHCP are in place.
- Provide auxiliary aid or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage.
- Keep a written record of provision in place to support disabled pupils.
- Ensure all disabled pupils where reasonably possible are included in all extended school provision.
- Ensure risk assessments, where needed, are in place.
- Consider adjustments needed for all pupils to take part in Educational Visits.
- Ensure accessibility to the building is reviewed regularly.
- Complete Education, Health and Care Plans.

Educational visits are an important part of the school's provision. All pupils will be given the opportunity to take part in a visit. However, on rare occasions this may not be appropriate. This may be because the school feels that there are risks to the safety of a group or individual which cannot be manage offsite – which will have been identified in a risk assessment. Parents can also request that their child does not take part in a visit.

Further details can be found in the school's Educational Visits policy.

In eliminating discrimination and other conduct prohibited by the Act we will;
- Ensure school policies and procedures promote equality of opportunity.
- Ensure all staff are aware of our responsibility with regards to the Equality Act.
- Ensure our school curriculum promotes tolerance of all groups.

In order to raise the achievement of pupils premium pupils we;

- Track progress of Pupil Premium across the school.
- Use Pupil Progress Meetings to discuss progress and next steps.
- Provide timely and appropriate interventions.

Artificial Intelligence (AI) and Equality

Use of AI in School

- We ensure that any AI tools or systems used in our school are assessed for fairness, transparency, and potential bias, in line with our obligations under the Equality Act 2010.
- Staff and pupils will not be disadvantaged, directly or indirectly, by the use of AI. We regularly review AI tools to ensure they are accessible to all where permitted, including those with special educational needs and disabilities (SEND) or other protected characteristics.

Training and Awareness

- All staff receive training on the ethical use of AI, including how to identify and address potential bias or discrimination.
- Concerns regarding the impact of AI on pupils or staff will be addressed promptly, in line with our safeguarding and whistleblowing procedures.

Data Protection

■   We ensure that all AI tools comply with our data protection policies and do not use personal or sensitive information in a way that could lead to discrimination.

Monitoring and Review

■   The impact of AI on equality and inclusion is regularly monitored by the school's leadership team. Findings inform the ongoing development of our policies and practices.

This section will be reviewed annually and updated as needed to reflect best practice and technological developments.