



Equality information and objectives

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Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go' (Joshua 1:9)

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.

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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 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 equality link governor is **[name]**. They will:

- › Meet with the designated member of staff for equality three times yearly, and other relevant staff members, 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 will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Identify staff training needs, and source or deliver training as appropriate

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.

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 annually

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.

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)
- › 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

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, citizenship and personal, social and PSHE, 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 collective worship and class reflection dealing with relevant issues. Pupils will be encouraged to take a lead in such aspects and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak, and organising school trips and activities based around the local community

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:

- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

8. Equality objectives

Hayfield Cross stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

This is achieved through the following objectives:

Objective 1

Undertake an analysis of recruitment data of applications and appointments regard to race, gender and report on this to the resources committee of the governing board annually.

Why we have chosen this objective: To ensure that the recruitment process is fair and proportionate to all applicants. That all applicants are treated equally and are not discriminated against in any form.

To achieve this objective, we plan to: Ensure that applications are open to all groups and that the recruitment process is fair, transparent and accessible to all. No groups will be disadvantaged through any part of the recruitment process.

Objective 2

Ensure at least one member (preferably more) involved in recruitment have completed Safer recruitment training and all have a good understanding of the legal requirements of the equalities act.

Why we have chosen this objective: We want to be sure that all groups feel inspired to join our team and have every opportunity to excel at interview.

To achieve this objective, we plan to: Check that all recruitment panels have members who have undergone safer recruitment training. Provide information about school's expectations for equality to interview panels.

Objective 3

Promotion of cultural understanding and awareness of different cultures and religious beliefs between different ethnic groups within our school and local community.

Why we have chosen this objective: We believe it is important to deliver a broad and rich curriculum that will give the children understanding and experience of a range of cultures and beliefs that may be different to their own. This will equip them for life in modern society and fulfil our vision of instilling a pioneering spirit in our children.

To achieve this objective, we plan to: Through class reflection, RE, PSHE and our school ethos we will promote an understanding and expectation of kindness and understanding of all others, valuing different cultures and beliefs.

Objective 4

Proactively tackle racist, homophobic, biphobic, transphobic and sexist language and views by providing a rich curriculum, promoting and addressing negative views and unconscious bias whenever it occurs.

Why we have chosen this objective: Prevent training highlights the issue with right wing extremism in this area. The school has an increasingly diverse community including different religious beliefs, cultures, race and LGBT+ children, parents and members of staff. We strongly believe that we need to ensure all members of our community feel safe, accepted and not subjected to any form of prejudice.

To achieve this objective, we plan to: Have a strong no tolerance approach to prejudice in any form. Wherever it appears it will be tackled with the child/person directly and made clear it will not be accepted in our school. The victim will be supported and where appropriate learning will be provided across the school.

Objective 5

Actively identify and address gaps in achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups

Why we have chosen this objective: We believe that all children should be supported to aspire and achieve in all that they do. No child should be left behind or given the support and help they need to achieve their best.

To achieve this objective, we plan to: Regularly monitor children's progress through a range of methods including, but not exclusively, pupil progress meetings and data. The Inclusion Team will monitor all children, those with additional needs or in identified groups and ensure that appropriate support is provided when and where needed. Progress of these children will be identified with class teachers in PPM and monitored over time.

In addition to the shared Equality Objectives above, Hayfield Cross has an unflinching ambition to tackle racism in our communities and seek to develop a culture of active anti-racism.

To achieve this we aim to:

- Actively teach acceptance and understanding of all, that all are God's children and have the right to be treated equally.
- Address unconscious bias wherever this may occur.
- Ensure that incidents involving racist language are dealt with swiftly and sanctioned in accordance with the School's behaviour policy
- Continue to promote of Black history and diversity through the enriched curriculum.

9. Monitoring arrangements

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

This document will be reviewed and approved by governing board resources committee at least every 4 years.