



# **Meadowhead School Academy Trust**

## **EQUALITY INFORMATION AND OBJECTIVES**



**This is a policy of Meadowhead School Academy Trust.  
Meadowhead School is a Foundation School  
And a member of the  
Meadowhead Community Learning Trust**

**Staff Responsible: David Sheppard**

**Reviewed: January 2022**

**Approved: February 2022**

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 equality link governor is Jon Wheat. They will:

- Meet with the designated member of staff for equality regularly, 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

David Sheppard, Assistant Headteacher is the school's designated member of staff for equality. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor at least once a year to raise and discuss any issues
- 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 at the start of each academic year.

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 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
- 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 our Ethics curriculum. For example, students are taught about the Equality Act and protected characteristics during the Y8 curriculum. This is also supported by other Ethics units on RE, citizenship and personal, social, health and economic (PSHE) education, as well as activities in other curriculum areas. For example, as part of the English curriculum pupils will be introduced to literature from a range of cultures. For example, all Y9 pupils read *Purple Hibiscus* by the Nigerian novelist, Chimamanda Ngozi Adichie.
- 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 school parliament 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

The school keeps a written record 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.

## 8. Equality objectives

### Objective 1

#### **Student support groups facilitated to promote diversity and equality across the school.**

##### **Why we have chosen this objective:**

We want our students to be able to understand and empathise with people who do not share the same background as them. We want school decisions to be informed by the experience of students with particular characteristics

##### **To achieve this objective we plan to:**

**Facilitate student-led support groups on LGBTQ+, tackling sexual harassment and tackling racism. At least each** half term we consult student groups to get feedback on their experiences and address any emerging issues. Student feedback is used to inform curriculum planning and interventions.

##### **Progress we are making towards this objective:**

- Anti-racism activities are now “more than just Black History Month”
- There is now more clarity and consistency on how racist abuse and comments are dealt with.
- Hair policy changed following feedback from Black students
- Feedback from the Meadowhead Against Racism group has informed curriculum planning in English, History and Ethics.
- Changes made to facilities in PE to support students who are or have transitioned gender.
- Student leaders in the sexual harassment group have shaped new reporting systems and educational materials.

## Objective 2

### Promote diversity through the curriculum

#### Why we have chosen this objective:

The school is committed to sharing a diverse range of stories, people and texts as part of its curriculum. As such, key faculties such as English, History, Geography and Ethics ensure that their lessons and resources reflect the diversity of modern Britain.

#### To achieve this objective we plan to:

To include more diverse writers, artists, musicians and texts in the curriculum

#### Progress we are making towards this objective:

Meadowhead Anti Racist Group have met with the head of history and discussed the recent changes that had been made to the curriculum. The students suggested the following areas as topics they would like to learn more about:

- Civil Rights and campaigning movements in Britain, segregation in the UK itself, Malcolm X's influence in Britain.
- Attitudes to imperialism and the British Empire – e.g. Jamaica, attitudes to imperialism in twenty-first century wars, challenging the automatic assumption that the British Empire was positive, race for Empire/division of Africa by European Powers
- More discussion of different waves of migration e.g. Windrush generation, distinctions made between African and Caribbean migration, study of wider number of ethnic groups/origins - Chinese, Japanese, Korean, Taiwan
- Revolutions (other than America and France) such as Haiti

The group also supported the plans from the faculty that the curriculum add study on Black Tudors, Empires in Africa, Civil Rights in the UK and colonial soldiers in the World Wars for 2021-22.

The Meadowhead Anti Racist group met with two members of the English faculty and agreed the following:

- Students agreed categorically that the N word should not be read out by teachers when teaching *Of Mice and Men*/Lord of the Flies, and students shouldn't be reading it out loud either. This was adopted as faculty policy.
- Students did not feel that the curriculum is diverse enough, with limited exposure to black and Asian experience – many said they can only remember Crookes from *Of Mice and Men*, or specific experiences of degradation/slavery/suffering only. Students also felt that historic racism was dealt with occasionally, but the present day racism was rarely acknowledged.
- While students understood the GCSE curriculum is more difficult to alter; they suggested more black poets in the Unseen Poetry schemes.
- The experience of GCSE students during "Checkin Out Me History" was they felt others were laughing at their culture when watching Agard's dialectal performance; needed a more in depth understanding of the significance of accent/dialect to black culture.

The group also met with the Head of Ethics and the discussion focused on examples and case studies used throughout the Ethics curriculum. The Ethics team are reviewing the whole curriculum during 2021-22 to ensure all examples and case studies are more inclusive and do not include any bias.

## Objective 3

### **Create a culture where sexual harassment and online sexual abuse are not tolerated**

#### **Why we have chosen this objective:**

To strengthen our personal development curriculum and safeguarding support for all students in line with new statutory guidance.

#### **To achieve this objective we plan to:**

- Update our RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- Deliver training to all staff to raise awareness and how to deal with incidents.
- Develop recording and reporting of sexual harassment and sexual violence, including online, to identify patterns
- Develop early interventions to prevent abuse

#### **Progress we are making towards this objective:**

- Ethics curriculum updated to educate young people on the definitions of sexual harassment and acceptable behaviors, including healthy relationships.
- Whole staff training delivered in December 2021
- Never Okay assemblies delivered to all year groups
- Reporting system launched with students



## 9. Monitoring arrangements

The designated SLT member and the Headteacher will update the equality information we publish, every year.

This document will be reviewed by the designated governor every 2 years.

This document will be approved by the full governing board.

## 10. Links with other policies

This document links to the following policies:

- SEND policy
- Equal opportunities policy
- Harassment, Victimization and Discrimination policy
- Flexible working policy
- Sickness absence policy
- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Safeguarding policy