

# Equality Information and Objectives

## Northgate School



**Northgate School**  
together we can build a future

<b>Approved by:</b>	Management Committee	<b>Date:</b> November 2022
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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 Management Committee 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
- Attend appropriate equality and diversity training

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 the Management Committee
- Identify 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 management committee members 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.

#### **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, 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 and staff 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 trips)

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

- Analyse school data to determine strengths and areas for improvement, implement actions in response to this data and regularly review those actions
- 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 across our curriculum and in personal, social, health and economic (PSHE) education. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Discussing and exploring relevant issues in the weekly community meeting. Pupils will be encouraged to take a voice their opinions and concerns. We will also invite external speakers to visit the school and meet the pupils

- Working with our local community. This includes inviting members of local groups in the community 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. All pupils are encouraged to participate in the school's activities, such as Unitas. We also work with parents/carers 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, girls and transgender pupils

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.

## 8. Equality Statement and objectives

**All pupils and members of staff at Northgate School are provided with opportunities to fulfil their potential irrespective of their age, sex, race including colour, nationality or national origin, disability, marital status, sexual orientation, religion or belief, pregnancy or on maternity leave and gender reassignment. Northgate School seeks to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.**

**Objective 1: To improve the attendance of our transgender pupils so that it is in line with all other pupils in the school**

**Why we have chosen this objective:**

Our transgender pupils have lower attendance than other pupils in the school

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

Work closely with the families of these young people to support with any barriers to attending school

Work in partnership with the CAMHS professionals who provide therapeutic support to our pupils

Listen to their voice and ensure that we remove any barriers to school attendance that they may identify

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

In January 2023 there has been an improvement in attendance for some pupils

Further education opportunities have been explored and identified for this group of pupils

**Objective 2: To train staff on how to respond effectively to prejudice based comments and interactions between pupils around global conflicts**

**Why we have chosen this objective:**

There has been an increase in occasions when staff have felt unsure how to respond

Some pupils have experienced intergenerational trauma and this impacts on their mental well-being

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

Attend training provided by the local authority delivered by 'Solutions Not Sides'

Implement the training during interactions with the young people

Ensure open and honest conversations take place in Community Meeting to support pupils and staff being able to raise their concerns

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

The Headteacher has attended the training (January 2023) and is in the process of disseminating the training to the wider staff

**Objective 3: Ensure all pupils have the same access to education irrespective of their mental health challenges**

**Why we have chosen this objective:** When pupils are admitted to the Beacon Centre they are often very unwell and unable to attend school. We aim to provide education in an appropriate format to meet their needs from the point of admission.

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

Allocate each patient to a teacher upon admission who is able to make prompt contact with the mainstream school/main provider and create an appropriate timetable in response to information they collect

Communicate efficiently amongst the teaching staff to implement the timetable immediately either in person or remotely if necessary

Review the plan weekly and make appropriate changes according to their needs at the present time

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

Since September 2022, allocation of patients happens immediately upon admission and teaching staff have allocated time on their timetables to liaise with the mainstream schools and create bespoke timetables for each young person

Timetables are now available on SharePoint for all the school and multi-disciplinary staff to access so the young people have a clear daily plan

## **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 by the Headteacher at least every 4 years.

This document will be approved by the Management Committee

## **10. Links with other policies**

This document links to the following policies and procedures:

- Accessibility plan (in the SEND policy)
- Risk assessment