

# Equality Information and Objectives

For



**Bacton**  
Primary School



**Cedars Park**  
Primary School



**Mendlesham**  
Primary School



**Stowupland**  
High School



**The John Milton**  
**Sixth Form**  
AT STOWUPLAND HIGH SCHOOL

Next review date: December 2025

## Equality Information and Objectives

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*Definitions: ‘Headteacher’ also refers to any other title used to identify the headteacher, where appropriate, or other senior manager delegated to deal with the matter by the headteacher.*

*We use the term ‘pupils’ to refer to any child or young person in our schools.*

### 1. Aims

All schools in the Trust aim to meet their 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

The Equality Act has nine protected characteristics. It is against the law to discriminate against someone because of a protected characteristic. These are:

- age
- race
- disability
- religion or belief
- gender reassignment
- sex
- marriage and civil partnership
- sexual orientation
- pregnancy and maternity

The Trust and school have responsibilities under the Public Sector Equality duty both as a service provider and as an employer.

The Trust's report and statement relating to gender and pay can be found on the Government and Trust website.

## 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. It also complies with our funding agreement and articles of association.

## 3. Roles and Responsibilities

**The Trust and Local Board of the school will:**

- Ensure that the equality information and objectives as set out in this statement are published on the school website and to staff, pupils and parent/carers, and that objectives are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

**The Head of School/Headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Work with leaders to ensure that actions are implemented
- Monitor success in achieving the objectives and report back to governors
- Ensure all school staff have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating Discrimination

The Trust and its schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

## 5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, each 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. introduction of gender-neutral toilets)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. LGBT+ student group)
- 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 clubs, including those who may be disadvantaged)
- Fostering an equal opportunities approach to staff recruitment by ensuring information about the protected characteristics of applicants are not shared. Assistance is offered and provided

to those with disabilities to enable them to attend interviews and, where staff are recruited, reasonable adjustments are made to facilitate equality and success.

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

- Publish attainment data each academic year showing how pupils are performing
- Analyse the above data to determine strengths and areas for improvement for pupils with different characteristics and implement actions in response
- Monitor any issues relating to protected characteristics and provide data to be scrutinised by Local Boards through the termly School Improvement Report
- Make evidence available on request identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse 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, citizenship and personal, social, health and economic (PSHE) education, 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 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, the 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:

- Is in conflict with religious holidays
- Is accessible to pupils with disabilities
- Has equivalent activities and facilities for all genders

## 8. Equality Objectives

**Objective 1** To continue to increase awareness and understanding of equality and diversity through training (for staff, Local Boards and Trustees) and to develop policy in line with government advice

**Objective 2** To promote cultural knowledge, development and understanding through curricular and co-curricular experiences and opportunities, progressed by

monitoring the impact of actions to embed cultural diversity into the school curriculum

**Objective 3** To continue to reduce prejudice and increase the understanding and practice of equality through culture, ethos, teaching and further developing the work of student and pupil groups

**Objective 4** To continue to prioritise and tackle any prejudice-related bullying in relation to all the protected characteristics listed in the Equality Act 2010 (for staff and pupils)

**Objective 5** To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment

## 9. Monitoring Arrangements

The Executive Headteacher or CEO will review the objectives with the Head of School/Headteacher each term. This Equality document will be reviewed by the Trust Board every three years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility Policy
- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- SMSC Policy

## Appendix A

## Objectives: 2023 – 2025 (December)

Objective	Rationale for this objective	Actions to be taken to secure success (document and monitor as part of Improvement and Development Plans)
<p><b>1.</b> To continue to increase awareness and understanding of equality and diversity through training (for staff, Local Boards and Trustees) and to develop policy in line with government advice</p>	<p>Expert governance is one of the cornerstones of a strong Trust.</p> <p>School staff need to refresh their knowledge and understanding each year and following any changes to guidance or legislation, alongside those working in governance</p>	<ul style="list-style-type: none"> <li>● Source and deliver bespoke training every two years so that governance and staffing at all levels can support, challenge and respond to all matters</li> <li>● Deliver bespoke CPD to staff, Local Boards and Trustees upon receipt of updated government advice</li> </ul>
<p><b>2.</b> To promote cultural knowledge, development and understanding through curricular and co-curricular experiences and opportunities, progressed by monitoring the impact of actions to embed cultural diversity into the school curriculum</p>	<p>Schools in mid-Suffolk are not as culturally diverse as other areas of the country.</p> <p>Student knowledge and understanding needs to be actively cultivated and developed</p>	<ul style="list-style-type: none"> <li>● Further scrutinise curriculum intent to ensure that cultural diversity is developed, with plans being amended as appropriate</li> <li>● Review school set pieces such as assemblies and awareness days are reviewed to promote understanding</li> <li>● Review the SMSC policy identifying opportunities</li> <li>● Utilise student groups to evaluate impact of diversification of curriculum</li> </ul>
<p><b>3.</b> To continue to reduce prejudice and increase the understanding and practice of equality through culture, ethos, teaching and further developing the work of student and pupil groups</p>	<p>Equality needs to permeate the life, policies and practice of all schools and this has to be revisited and formalised.</p>	<ul style="list-style-type: none"> <li>● Review Behaviour Policies to capture practice and identify gaps in line with any new government advice</li> <li>● Develop whole-school practice through the Inclusion Quality Mark (all schools)</li> <li>● Extend the remit of student and pupil groups to provide feedback on the effectiveness of approaches</li> <li>● Develop an Equality and Relationships Group for the secondary phase led by post-16 learners</li> </ul>

<p><b>4.</b> To continue to prioritise and tackle any prejudice-related bullying in relation to all the protected characteristics listed in the Equality Act 2010 (for staff and pupils)</p>	<p>Communities must always work on inclusivity, particularly in relation to protected characteristics. Initiatives such as “Everyone’s Invited” have raised awareness and it is important to respond robustly</p>	<ul style="list-style-type: none"> <li>● Review behaviour processes and systems to impact on outcomes</li> <li>● Use student and pupil groups to ensure that expectations are clear</li> <li>● Develop an Equality and Relationships Group for the secondary phase led by post-16 learners</li> <li>● Ensure that the response to any incident is at the highest level</li> <li>● Analyse incidents of bullying including by protected characteristics to proactively seek opportunities to address prejudice through education</li> </ul>
<p><b>5.</b> To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment</p>	<p>Historic outcomes (Trust-wide) indicate that there is some inequality between gender, SEN and vulnerable learners.</p> <p>In line with the Trust’s vision, we seek to eliminate variation between groups of learners.</p>	<ul style="list-style-type: none"> <li>● Ensure equality of access for all learners</li> <li>● Review data and action in line with the Trust’s framework for school improvement</li> <li>● Exploit resources fully (particularly linked to CPD) to maximise outcomes and embed in school improvement plans</li> </ul>

Reference should also be made to the annual School Improvement and Development Plans produced by all JMAT schools.