



Stony Dean School

Working to Inspire

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Equalities Mission Statement and Objective

Approved by	Head Teacher
Last Reviewed	01/09/2024
Next review	01/09/2026



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Working to Inspire

Stony Dean School seeks to promote equality and we celebrate the diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

What are our aspirations?

We must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics'. These apply to staff but not students in schools.

Our Equality Policy

Our Equality Policy contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

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 Bridget Ledson they will:



- ✓ Meet with the designated member of staff for equality 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
- ✓ Meet with the equality link governor to raise and discuss any issues
- ✓ Support the headteacher in identifying any staff training needs, and deliver training as necessary

1) Eliminating discrimination

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.

2) Advancing equality of opportunity

- ✓ 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 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)



3) Fostering good relations

- ✓ 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 (Learning for life) 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, our 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

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 for All pupils pupils with disabilities
 - ✓ Has equivalent facilities for boys and girls

Our Equality Objectives 2024-26

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.



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Our Equality Objectives are:

- To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools. In particular, we will seek to further improve the progress made by different cohorts of learners across the school. Progress also considered Independence, Communication and interaction and Employability
- To foster good relations between different groups through the use of assemblies, Religious Studies and the PHSE program, whole school events.
- To challenge stereotypes, specifically gender, that can deny opportunities to students through option and careers guidance.
- To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- To further develop student and staff resilience and self-worth.
- To promote equality, diversity and inclusion actions across our staff body. This will be achieved in several ways, attitudes towards flexible working, conscious bias training, gender equality.