



Grays Convent
HIGH SCHOOL

Equality Information and Objectives 2022-2026

This policy was adopted by the Governing Body in Autumn 2022 and will be reviewed in Autumn 2026

Our Mission Statement

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

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 body 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 Solomon Alexis and Patrick Meshe. They will:

- Meet with the designated member of staff for equality twice a year 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 body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils through the Equality & Diversity Lead
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality, the Equality & Diversity Lead, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor twice 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 every annually. Staff carried out unconscious bias training in 2021 and an equality and diversity awareness session in 2021.

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, or LGBTQ+ pupils who are being subjected to homophobic bullying, or travellers who are not accessing education)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times in an identified space)

- 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 activities, especially those who are identified as Pupil Premium).

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

- Publish attainment data each academic year and incorporate into the School Improvement Plan and with staff in the school, data 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 in the School Improvement Plan. This information is shared in the Head's Report to Governors after each progress check.
- 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, and ensure it is in the Governor's annual statement.

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, 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

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 trips are being planned, the school considers whether the trip:

- Is accessible to pupils who have financial difficulties and ensures that all pupils can access such a trip through the PP grant.

The school keeps written records (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 for example. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. This also takes place in recruitment documents.

8. Equality objectives

Objective 1

Undertake to create a multi- use room that could be a multi- faith prayer room and safe area for children with ACES by repurposing the 'sweatbox', as well as the back stage area for school plays and small storage area,

Why we have chosen this objective: Muslim girls have to pray in the Head's office or quiet room, Christian prayer group in classrooms when the chapel is not free and we have assemblies.

To achieve this objective we plan to: Seek quotes for this work and ask pupils/staff to contribute to how it should look

Progress we are making towards this objective: will be reported to the FGB at every meeting

Objective 2

Ensure all staff and students with a disability are identified and have in place a reasonable adjustment agreement and ensure they are, to meet their needs better and make sure that any disadvantages they experience are addressed. *This includes the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2023, to help address the under-representation of people with disabilities in the school workforce.*

Why we have chosen this objective: it has become clear that some staff do not make the school aware that they have a recognised disability- although risk assessments are in place for some staff, for example those who have diabetes, all medical needs are identified in a risk assessment, and reasonable adjustments have been made: specific chairs or lecterns, location near to toilets

To achieve this objective we plan to: Email all staff to ask them to self-identify and meet all staff who self-identify to ensure that a reasonable adjustment is on place.

Progress we are making towards this objective: will be reported to the staffing committee.

Objective 3

Ensure that all behaviour data is reported by ethnicity, that SLT review this every 6 weeks, and that the governing body are aware of the reasons for inclusion room use, behaviour point data and suspensions.

Why we have chosen this objective: Feeling amongst the pupil body that more behaviour points and suspensions are given to 'black students' (currently this is the case but for homework in the majority).

To achieve this objective we plan to: Ensure that all data reported on behaviour is analysed by ethnicity.

Progress we are making towards this objective: will be reported to FGB, Leadership Forum and SLT.

Objective 4

Include an annual week to celebrate all cultures, in addition to Black History month which will be celebrated in a more cohesive manner, to support pupils' opportunity to express their different identities and their diversity.

Why we have chosen this objective: Feeling amongst the pupil body that their individual cultures and diversity are not celebrated enough in the school

To achieve this objective we plan to: Plan for the first Diversity week in 2022-23 academic year, review and evaluate

Progress we are making towards this objective: will be reported to the FGB at every meeting

Objective 4

Train all members of staff and governors in equality and diversity issues, including achieving the silver Diversity Mark and those involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: we have the Bronze Diversity Mark but have not formally arranged training on a formalised and structured basis

To achieve this objective we plan to: Train an Equality & Diversity Lead and develop a programme of annual training

Progress we are making towards this objective: Will be referred to at each Governing Body meeting, will be in the school Improvement Plan and we will achieve the Silver Diversity Mark in 2022-23

Objective 5

Consider how to make the school environment more accessible to people with disabilities (and temporary injuries such as broken legs) by considering ramps across stair wells, lifts and/or stair lifts

Why we have chosen this objective: The school has been unable to admit pupils with a physical disability due to its lack of accessibility and pupils with temporary injuries have to remain the inclusion room.

To achieve this objective we plan to: Have an accessibility monitoring visit from an external provider to cost these activities

Progress we are making towards this objective: Will be reported to the RIG committee and considered in the Accessibility Policy

Objective 6

Reduce the achievement gap between SEN Support and all pupils, and PP/FSM gap between those pupils and others

Why we have chosen this objective: In 2022 the gap between both groups and others was much wider in Year 11 than it has been in the last 5 years. This was made worse by Covid.

To achieve this objective we plan to: Relaunch RAP to ensure it is effective by being sharply focused on this specific group, maintain PP/SEN focus at intervention and as individuals.

Progress we are making towards this objective: Will be reported to the FBG after each progress check

9. Monitoring arrangements

The Governing body, its Equality and Diversity Representatives and the Headteacher will update the equality information we publish, at least every year, and annually review its equality objectives through the SIP and all Governing body committees.

This document will be reviewed by the full governing body at least every 4 years.

This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility policy
- Admissions Policy
- Anti Bullying Policy
- Behaviour & Learning Conduct/Behaviour systems
- CEAIG Policy
- Charging & Remissions Policy
- Child Protection & Safeguarding Policy
- Code of Conduct Policy for staff
- Curriculum policy and subject statements
- Equality and Diversity in Employment and for Pupils
- Exams Disability Policy
- Medical Conditions Policy
- Relationships, Sex and Health Education Policy
- Risk assessments
- SEND Policy
- Suspension and Permanent Exclusion guidance
- Teaching & Learning Policy