



PHILIP MORANT
SCHOOL & COLLEGE

Equality information and Objectives Policy

The Philip Morant Site

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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](#)

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 Executive Headteacher.

The equality link governor is Samantha Sismey. They will:

- Meet with the designated member of staff for equality every term, 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

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.

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 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:

- Review 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 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. We also work with students and hold 'Culture Days' to celebrate students' heritage and backgrounds.
- 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, we have created student focused leadership groups

to review and make improvements on all areas of the school. This included celebrating diversity and special educational needs. 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

When appropriate we will use tools, such 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 objectives

Objective 1

By the end of the 2023/24 academic year, the percentage of boys in KS4 achieving a grade 5 in English and maths will increase by 20% in order to achieve at a similar level to girls. This is a specific focus on ensuring boys attainment in English matches the attainment of girls as this is the largest gap in academic performance.

Why we have chosen this objective is because boys currently underperform compared to girls.

Update August 2024: In 2021 boys were 8% behind girls. In 2022 boys outperformed girls by 7%. In 2023 boys were 2% behind girls. This objective has mostly been met as the gap is no longer consistently an underperformance of boys.

Objective 2

The attendance of students with special educational needs will improve year-on-year to be at the national level for all secondary students by the end of the 2023/24 academic year.

Why we have chosen this objective is because students with special educational needs currently attend school less than students without special and/or additional needs.

Update August 2024: The attendance of SEN students was sitting below the national level for SEN students. Following extensive work, this attendance is now at or better than national levels.

Absence for SEN support in 2021-22 was 21.4% this has now reduced to 12.2%, 0.2% better than national figures.

Absence for EHCP students in 2021-22 was 16.6%, this has now reduced to 13.6%, at national levels for EHCP students.

Objective 3

Decrease suspensions, particularly repeated suspensions, for students with SEN K and in receipt of the pupil premium from 20% of these cohorts to 10% of these cohorts by the academic year 2022/23 and 5% by the end of 2023/24.

Why we have chosen this objective is because students with SEN K and in receipt of the pupil premium (often overlapping) are the most excluded groups in the school.

Updated August 2024:

In 2021/22 the % of PP students who had received a suspension was 19.9%.

In 2022/23 this was 11.8%.

In 2023/24 this is 14.9%.

In 2021/22 the % of SEN support students who had received a suspension was 22.1%

In 2022/23 this was 20.6%.

In 2023/24 this is 17.9%.

Progress is being made and ongoing targeted actions will continue to work towards a figure of 10% and then 5%.

Objective 4

The percentage of students who are not white British and/or whose first language is not English who receive awards, are appointed as prefects, are on student leadership groups, are celebrated on our ASK walls, whose parents attend progress evenings and parent information evenings, who are represented in the leadership and governance of the school will reflect the percentage they represent of the whole school roll.

Why we have chosen this objective is because students with a non white British heritage or culture are not always recognised in representation or reward.

Updated August 2024: This is evidenced in participation data. For decisions such as awards evening winners and prefect appointments, this is checked before final decisions are made.

9. Monitoring arrangements

The LGC 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 LGC at least every 2 years.

This document will be approved by the LGC.

10. Links with other policies

This document links to the following policies:

Accessibility plan