

Haringey Tuition Service

Equality Information and Objectives



Approved by: Laura Butterfield

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1. Aims

Haringey Tuition Service aims to meet its 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

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, and that they 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 equality link governor is Laura Butterfield. They will:

- Meet with the designated member of staff for equality (the on-site DDSL) 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 body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (the on-site DDSL) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term 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 safeguarding induction, and all staff receive refresher training every year. 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 which 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)

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. 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

The Equality Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

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 an activity or a visit/visiting speaker is being planned, the school considers whether the activity:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

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 when the activity or speaker is being planned. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Delivering these objectives will be a key responsibility of the on-site deputy.

Objective 1: *Have in place a reasonable adjustment agreement for all staff with disabilities, or returning from extended periods of sick leave, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: The Tuition Service is a difficult building to negotiate for people with disabilities, and care would need to be taken that an appropriate plan is in place

To achieve this objective we plan to carry out a risk assessment for any individual who might need an accessibility or reasonable adjustment plan to ensure that we meet the term of the Equality Act.

Progress we are making towards this objective: we have successfully made reasonable adjustments for colleagues returning from sick-leave, and wish to ensure that we could employ a person with disabilities and meet their needs.

Objective 2: Increase the representation of staff from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective: The Tuition Service has a diverse ethnic mix of pupils and our ambition is to match this from local community representatives.

To achieve this objective we plan to: advertise locally and through the Haringey Local Authority and Haringey Education Partnership websites to ensure we are reaching the local community.

Progress we are making towards this objective: All new vacancies advertised recently have met this objective.

Objective 3: Train all members of staff and governors 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: Training for recruitment needs updating, and this is an ideal opportunity to ensure equality and diversity is a key priority.

To achieve this objective we plan to: key staff and governors to undergo safer recruitment training and equality and diversity training

Progress we are making towards this objective: All interviews from 1st January 2019 will include a panel member who has been retrained/updated since September 2018

Objective 4

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of 2020, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: Currently people with disabilities are under-represented on our staff.

To achieve this objective we plan to: Investigate further the 'Two Ticks' System and ensure we meet its requirements.

Progress we are making towards this objective: On-site deputy to investigate 'Two Ticks' System

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

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

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments