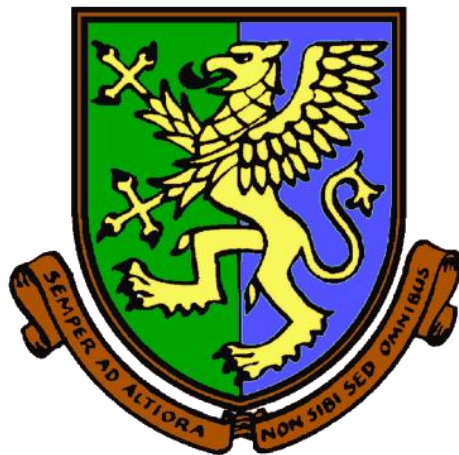


COWLEY INTERNATIONAL COLLEGE



EQUALITY INFORMATION AND OBJECTIVES

Spring 2024

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1. Aims

Our school 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 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 will:

- › Meet with the designated member of staff for equality annually, 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.
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- › 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 amongst 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 amongst staff and pupils.
- › Meet with the equality link governor annually 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.

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 extra-curricular activities).

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

- › Publish 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.
- 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 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.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the Finance, Personnel and Premises committee.

Why we have chosen this objective:	Under representation of some protected characteristics.
To achieve this objective, we plan to:	Collate data and present findings to Governors.
Progress we are making towards this objective:	Database set up. Advice taken from Council's Equalities Officer on use of data.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:	Ensure reasonable adjustments in place for staff with disabilities.
To achieve this objective, we plan to:	Identify all staff with disabilities, including hidden disabilities.

	Meet with all staff with disabilities and make reasonable adjustments where required.
Progress we are making towards this objective:	Staff with known disabilities have had reasonable adjustments made. Greater emphasis on appointment and as identified on making reasonable adjustments. Employment Assistance Programme available to all staff. Use of Access to Work grant funding. Increased use of flexible working practices to support disabled staff.

Objective 3

Raise the profile of the student LGBT+ group

Why we have chosen this objective:	Celebrate diversity amongst our students and staff.
To achieve this objective, we plan to:	Consult with students. Create a calendar of events throughout the academic year.
Progress we are making towards this objective:	Group in place. Assemblies continue to take place. Calendar of events in place. Included in PHSE curriculum.

Objective 4

Ensure high profile BAME members of society are celebrated across the school

Why we have chosen this objective:	Increase student awareness and celebrate diversity of high profile BAME members of society.
To achieve this objective, we plan to:	Increase images of high profile BAME members of society across the school. Identify further opportunities to raise profiles across the curriculum and in assembly time.
Progress we are making towards this objective:	Images of successful BAME members of society increased across all sites. Included appropriate curriculum content and assemblies have taken place. Profile raised further in Black History Month.

Objective 5

Raise the profile of violence against women and girls (VAWG)

Why we have chosen this objective:	Develop greater knowledge and understanding of a gender-responsive environment free from all forms of violence.
To achieve this objective, we plan to:	Create interventions aimed at preventing and responding to VAWG. Provide opportunities for the Cowley community to gain wider perspective nationally and internationally on VAWG and reflect on the importance an inclusive and holistic society

Progress we are making towards this objective:	Continue to work with external agencies for prevention and response and raise profile through assemblies, Monday tannoy and pastoral work.
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9. Monitoring arrangements

The Governors Finance, Personnel and Premises committee will update the equality information and objectives we publish annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy