



The London Nautical School

Policy document:

Equality Policy and Statement

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To Be Read in conjunction with

Policy	Date	Document Index No.	Notes
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Public sector equality duty	April 2011		
School Accessibility Plan	2021		

Evolve Assessment and Trip Planning	Risk	Ongoing Practice		
Equality Statement	Impact			

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1. Aims

The London Nautical School aims to be a safe community for all, irrespective of age, gender, disability, sexuality, ethnicity or social/economic status.

We recognise the importance of having a diverse community of students and staff who value one another and are proud of their identities. We strive to promote the contributions students and staff can make to one another.

It is our duty, as students and staff, to work together to eliminate discrimination in all forms. To be courageous and help those in need and promote an environment where all are encouraged to succeed and seize opportunities to fulfil their potential.

Our school aims to meet its obligations under the public sector equality duty by having due regard of 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

This means the school will be;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Specifically the “protected characteristics” within the scope of this document are:

- age,
- disability,
- gender reassignment,
- pregnancy and maternity,
- race,
- religion or belief,
- sex
- sexual orientation

2. Purpose

The purpose of our equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities. If the school does not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect. This can contribute to greater inequality and poor outcomes.

The general equality duty therefore requires us to consider how we can positively contribute to the advancement of equality and good relations. It requires equality considerations to be reflected into the design of our school policies and the delivery of services, including internal policies, and for these issues to be kept under review.

Compliance with the general equality duty is a legal obligation, but it also makes good business sense for the smooth operation of the school.

If we provide as a school, education to meet the diverse needs of our students we should carry out our core purpose more efficiently. A workforce and student body that has a supportive environment is more productive. As a school we may feel it beneficial to draw on a broader range of talent and to better represent the community that we operate in and serve.

It should also result in better informed decision-making and policy development. Overall, it can lead to services that are more appropriate to the user and services that are more effective and cost-effective. This can lead to increased satisfaction with our service delivery.

3. 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.
- The Public Sector Duty – s.149 of the Equality Act – the school is to have due regard to the need to achieve the objectives set out therein

In compliance with this order the school shall; to ensure transparency and to assist in the performance of this duty will publish:

- equality objectives, at least every four years (from 6th April 2012)
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

4. 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 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
- 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.

5. 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 - most latterly September 2021.
- The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. 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)

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

7. 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

8. 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 (Sixth Form)

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 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.

9. Equality objectives

- Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school community.
- Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.
- Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
- Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the staffing and pay sub-committee of the governing board.

- Reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

10. Monitoring arrangements

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

This document will be reviewed by the PPP Committee annually.

This document will be approved by the Full Governing Board