Orion Coopers

Policy Name: Equality Duty

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Author: Governing Board

Owner: Governing Board

Type of Policy:

☒ Trust Policy

☐ Trust policy tailored by School

☐ School Policy

Approval:

☒ School

☐ LAB

☒ Board

020 8467 3263
orioncoopers.org.uk
info@orioncoopers.org.uk

Orion Coopers
Hawkwood Lane,
Chislehurst,
Kent BR7 5PS

Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

Orion Coopers

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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

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.

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 is Miriam Baguley. They will:

- Meet with the designated member of staff for equality, 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

The designated member of staff for equality is Eira Campbell. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor biannually 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.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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.

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 enrichment 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 data referenced above 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

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 tutor time, Assemblies 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

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

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.

Equality objectives
Objective 1
Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July, and report on this to the LAB.

Why we have chosen this objective:

- To ensure that our staff population is inclusive of all
- To ensure that our staff are representative of the wider population
- To ensure that our young people have a broad range of role models within our staff body

To achieve this objective we plan to:

- Review our advertising practices to ensure that they inclusive
- Review our recruitment practices to ensure that they are values driven and inclusive

Progress we are making towards this objective:

- Recruitment will be assessed at the end of the academic year and tracked against the previous year
- Ensuring all staff are completing details on Civica so that data is up to date and relevant.
- Completing work with the Building Anti Racist Education CIC.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2023, to meet their needs better and make sure that any disadvantages they experience are addressed.
Why we have chosen this objective:

- To ensure that our staff is inclusive of all
- To ensure that where staff have a disability that this is supported to reduce any barriers or disadvantages
- To ensure that all reasonable adjustments and adaptations are put in place and regularly reviewed To achieve this objective we plan to:
- Refer to Access to Work and put in place all recommendations
- Use risk assessments where necessary to identify any further adaptations
- Use regular staff voice to ensure that we are meeting individual needs

Progress we are making towards this objective:

- Access to work referrals have been made for all relevant staff
- Adaptations are in place for relevant members of staff
- Risk assessments are in place for identified staff

Objective 3

Ensure that the curriculum is inclusive and decolonized so that it reflects a full range of texts, experiences and learning from all communities.
Why we have chosen this objective:

- To ensure that the curriculum represent the diversity of wider society
- To ensure that pupils have a broad range of cultural experiences reflected in their lessons

Progress we are making towards this objective:

- Staff have worked with the Prosperity Project in 2021-22 and additional training in September 2022.
- Curriculum audit and further work with the Prosperity Project carried out in Summer 2023
- Curriculum reviews led to changes such as the texts used within the English Curriculum
- Pupil voice feedback has been used in the development

Monitoring arrangements

The Headteacher and School Business Manager will update the equality information we publish, at least every year.

This document will be reviewed by Headteacher and LAB at least every 4 years.

This document will be approved by LAB and Headteacher in conjunction with the Trust

Links with other policies

This document links to the following policies:

- Accessibility plan