



**Regroup Education**  
Grow Succeed Achieve

# Equality Information

Regroup Education

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## 1. Aims

Regroup Education is focused on equality, disrupting patterns of social exclusion and promoting inclusivity. As part of that vision, our schools aim 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 Directors 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 Executive 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 the Directors

All 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

Our provision 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 directors 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 every September.

They regularly liaise regarding any issues and make senior leaders and proprietors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our provision 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 provision will:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## 6. Fostering good relations

Our provision 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.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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 encourage the development of 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

Our provision ensures it has due regard to equality considerations whenever significant decisions are made.

Our provision always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the provision considers whether the trip:

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

The provision keeps a written record (known as an Equality Impact Assessment – see Appendix 1) 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 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. Monitoring arrangements

The Directors will update the equality information we publish, as described in sections 4-7 above, at least every year.

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

This document will be approved by the Directors.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan •
- Risk assessment

## Appendix 1 – Template Equality Impact assessment

# Regroup Education Risk Assessment – Equality Impact assessment

Guidance for the completion of this document:

Staff should consider the impact of the activity on people with different characteristics, and document what steps you'll take to address any negative impacts.

Listed below are the main characteristics covered under the Equality Act 2010, but you may also want to look at any disproportionate impacts on the basis of characteristics in the individual student records.

This assessment must be evidence-based, and cannot rely on stereotypes and generalisations.

### Race

Will the activity have a disproportionate impact related to race?	Y	N	N/A	
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.				

### Disability

Will the activity have a disproportionate impact related to disability?	Y	N	N/A	
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.				

### Gender (including gender reassignment and pregnancy and maternity)

Will the activity have a	Y	N	N/A
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disproportionate impact related to gender (including gender reassignment or pregnancy and maternity)?				
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.				

### Age

Will the activity have a disproportionate impact related to age?	Y	N	N/A	
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.				

### Sexual orientation

Will our reopening plans have a disproportionate impact related to sexual orientation?	Y	N	N/A	
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.				

### Religion or belief

Will our reopening plans have a disproportionate impact related to religion or belief?	Y	N	N/A

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Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.		
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**Marriage and civil partnership**

Will our reopening plans have a disproportionate impact related to marriage or civil partnership?	Y	N	N/A	
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.				

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