



Europa School UK

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Europa School UK

Equality information and objectives (public sector equality duty) statement for publication

Version and Date		Action/Notes
V1	2019	
V2	July 2023	updated
Review Date: 2027		Review frequency: Every four years and publish information annually (see below)

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher.

Legislation: [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#).

Under specific duties, governing bodies, local authorities and proprietors are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

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

Europa Equality information and Objectives

Europa School UK Trust is committed to encouraging equality and diversity of education and opportunity for all students, staff, parents and carers irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. The Trust aims to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and are able to participate fully in school life.

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](#).

This document also complies with our funding agreement and articles of association.

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, 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 Principal

The Principal 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 Principal regularly to raise and discuss any issues

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- 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 and existing staff will have access to training on the Equality Act via Educare online training

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 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 students to observe religious obligations)
- 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:

- Analyse the attainment data to determine strengths and areas for improvement, implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying

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any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and ethics and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in 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 community groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives within the school. For example, our school council has representatives from different year groups. 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

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.

8. Equality Objective

Objective 1: Consider adjustments for staff/pupils with disabilities in the design and build stage of the new modular building

Why we have chosen this objective: to ensure that we address the needs and address any disadvantage disabled staff/ pupils experience.

To achieve this objective, we plan to: to understand further disability needs and to raise them in the design meetings. To include a staff member with disabilities in the design committee.

The Progress we are making towards this objective:

The school has participated in client engagement meetings for the new modular building. A design has been agreed which meets the objective of suitable adjustments for staff and pupils with disabilities. This included the installation of a lift, corridor widths and access and the consideration of fire evacuation.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Why we have chosen this objective: we found that disadvantaged student cohorts did not attain at highly as non-disadvantaged cohorts in 2021-22

To achieve this objective, we plan to:

- complete a pupil premium 3-year plan to support their learning and participation
- look at deployment of teaching support across the school
- address gaps in stream language competence

The Progress we are making towards this objective: The 3- year pupil premium plan has been completed.

Objective 3: To raise pupils' awareness of differences within the wider society, and actively promote respect and tolerance.

Why we have chosen this objective:

To achieve this objective, we plan to:

- embed a British values community policy
- hold a DEIB (Diversity Equality, inclusion and belonging) group involving wider stakeholder groups.
- Consider the social education curriculum and how it meets these objectives
- Increase students' engagement in DEIB activities
- The school has updated its ethos and values statements

The Progress we are making towards this objective:

The DEIB has met and set action points.

A group of S6 students participated in a student-led conference on equality issues.

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The Social education curriculum (called personal and cultural development or PCD in secondary) has been reviewed with ongoing review and updates planned.

9. Monitoring arrangements

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

This document is approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment