

# Equality Policy

## Japanese School Limited



**Approved by:** The Governing Board

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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](#).

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 headteacher

The equality link governor is Mr Keiichiro Nakamura. They will:

- Meet with the designated member of staff for equality every two months 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 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.

#### **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, and all staff receive refresher training every April when the new academic year starts.

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 school extra-curriculum activities)

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

- 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 moral education authorised by the Ministry of Education, Culture, Sports Science and Technology of Japan (MEXT) 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
- 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. Pupils are encouraged to participate in the school's activities, such as sports clubs

## 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 with the completed risk assessment.

## 8. Equality objectives

### **Objective 1:** *Put in place equality information and objective policy*

Why we have chosen this objective: To raise awareness in school regarding various protected characteristics especially SEND and LGBT

To achieve this objective, we plan to: Appoint staff to oversee this aspect and draw up a policy in consultation with SEA.

Progress we are making towards this objective: **Completed**

### **Objective 2:** *Train staff and leaders in implementing the policy*

Why we have chosen this objective: To raise greater awareness in school about various protected characteristics especially SEND and LGBT

To achieve this objective, we plan to: Training session led by nominated Equality Co-Ordinator

Progress we are making towards this objective: **Completed**

**Objective 3:** Draw up SOW and lesson plans to teach pupils to understand, tolerate and respect people with protected characteristics such as SEND and LGBT particularly for older and articulate pupils

Why we have chosen this objective: To raise greater awareness in school about various protected characteristics especially SEND and LGBT

To achieve this objective, we plan to: All teachers to include SOW and lesson plans where relevant with focus on SEND/LGBT

Progress we are making towards this objective: **Completed**

**Objective 4:** *Carry out survey for older pupils indicating that they understand, tolerate and respect people with protected characteristics as defined in the Equality Act 2010*

Why we have chosen this objective: To check understanding of older pupils about various protected characteristics especially SEND and LGBT

To achieve this objective, we plan to: Training session led by nominated Equality Co-Ordinator

Progress we are making towards this objective: **Completed**

**Objective 5: Access** - *Pupils (including SEN) with protected characteristics will not be discriminated against in relation to access to the school's benefits, facilities or services.*

Why we have chosen this objective: To ensure this policy is implemented

To achieve this objective, we plan to: Train staff in awareness of Equality Act 2010

Progress we are making towards this objective: Initial stage, review March 2022

**Objective 6: Transition** - *Continuity of education is anticipated normally throughout each year group unless in the professional judgement of the Head Teacher after due deliberation the pupil will not benefit from continuing to be educated at the school.*

Why we have chosen this objective: Ensure any barrier removed to learning and there is smooth transition from one-class to next or next phase

To achieve this objective, we plan to: Support all pupils according to their needs

Progress we are making towards this objective: Review March 2022

**Objective 7: Religious observance** - *The School will seek to make appropriate arrangements to reflect the requirements of different religious faiths regarding acceptable variations to clothes, catering arrangements and authorised absence for religious festivals falling during term time. These may include reasonable arrangements to allow for specific acts of religious observance in school.*

Why we have chosen this objective: To ensure all pupils have equal opportunity to observe their religion or no religion according to their requirements.

To achieve this objective, we plan to: Implement as above

Progress we are making towards this objective: Review March 2022

**Objective 8: Disability and access for people with disabilities** - *The School will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities.*

Why we have chosen this objective: To ensure all pupils have equal opportunity to have access to the school building.

To achieve this objective, we plan to: Install ramp at entry points

Progress we are making towards this objective: Review March 2022

## 9. Monitoring arrangements

This document will be reviewed by governing board governor/headteacher at least every 3 years.

This document will be approved by governing board /headteacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Version Number	Modified By	Modifications Made	Date Modified	Status*
1.0	KN	Update based on change of the equality link governor	10/12/2020	Final
1.1	KN	Update Clause 8	07/05/2021	Final

Draft, Revised, Final, etc.