

# Equality Information and Objectives

Next review due by: October 2023

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### 1. 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

### 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
- 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 will:

- Meet regularly 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
- Meet with the equality link governor every to raise and discuss any issues
- 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 training or weekly briefing notes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 3 years. SLT monitors 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils or staff to pray as needed)
- 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

## 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 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

## 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

## 8. Equality objectives

*Published March 2021. Reviewed and updated annually. Linked to Trust Equality Policy Feb 2020 (renew date Feb 2024).*

Objective	Affected group	Success criteria	Person responsible	Actions to be taken March 2021 -22	Comments at annual review – March 2022
<b>To raise the engagement and attainment of boys in writing</b>	Gender inequality	Improved progress in boys writing across all key stages	AHT DHTs	<ul style="list-style-type: none"> <li>· tracking and monitoring boys writing to ensure progress is as evident as girls</li> <li>· provide purposeful writing activities to engage boys both inside and outside of the classroom</li> <li>· Ensure targeted interventions include boys with greatest need for writing</li> <li>· provide examples and ideas for parents to support their children with writing at home</li> </ul>	<p>Whole school focus on building vocabulary.</p> <p>Summer 2021 indicates that the gap between boys and girls in writing has decreased in KS2.</p> <p>Early Writing Skills training in Spring 2022 has made an impact on Reception. Phonics teaching had a direct impact in writing.</p> <p>English Parents' Information Meetings had some impact, but the Phonics Meetings had a higher impact.</p> <p>Early Intervention - gender gap is still too wide in Reception.</p> <p>Next Steps: Continue to focus on early interventions for boys in the Early Years.</p>
<b>To ensure children with SEND make excellent progress through the school compared to national figures</b>	Disability inequality	Improved progress for all children on the SEND register	SEND CO DHT	<ul style="list-style-type: none"> <li>· ensuring that IEPs for children on SEND register are effective in supporting learning</li> <li>· monitoring the work of children with EHCPs to ensure progress is evident</li> <li>· the Inclusion Team monitoring access for children with SEND and</li> </ul>	<p>Monitoring indicates that all children on the register are supported in their learning.</p> <p>Bespoke CPD for staff as needed.</p> <p>All children are included in the whole class learning.</p> <p>Next Steps: Continue to monitor and develop staff knowledge.</p>

				supporting teachers to ensure inclusion is effective - providing bespoke training for LSAs and class teachers	
<b>To ensure that all groups of pupils have good attendance through positive links within the community in order to increase engagement in learning towards improved progress</b>	Ethnic inequality	Overall improved attendance with better engagement from the Romanian and Bulgarian communities.	DHT EWO Attendance Officer	- to forge links with the community through information meetings and events - engaging the Romanian and Bulgarian communities by offering support through home visits and ECP projects - to encourage parents within underachieving ethnic groups to become more involved in their child's learning through specific interventions/groups	Raise the profile of community events via emails shared with parents.  ECP projects promoted to parents.  Regular meetings with key parents around attendance and the difficulties they face around this.
<b>To ensure that all children recognise their responsibility to respect each other, regardless of background, religion or race and to prevent any kind of extremist ideas or language being used or promoted within the school or the wider community</b>	Religion and Belief	Continued zero tolerance on extremist behaviour with nil returns on termly reporting.	DHT	- annual PREVENT training for staff and governors - Ensuring everyone is able to recognise and report potential signs of radicalisation or extremism - PREVENT Workshops for children in years 5 & 6 to help understand the issues around radicalisation and extremism - Promoting a positive and inclusive school ethos through promoting values and cultural capital by celebrating diversity within the community through assemblies and events.	Class discussion is well-established in the school. Assemblies reflect school values. Faiths and festivals are celebrated through assemblies  House captains this year have been instrumental in improving school life. Children are kept informed of world events, such as the war in Ukraine, and are allowed to discuss their thoughts and feelings around these in a sensitive manner.  Eco Council successfully keeps global issues alive.  Next Steps: Sustainability higher profile during next academic year.

<b>To ensure that Sex and Relationship Education recognises diverse family structures.</b>	Sexual Orientation	Pupils and staff recognise that families are made from a range of gender and sexual orientations.	DHT Coordinator	-Ensure all staff respond appropriately to questions raised by children -Monitor the impact of the RSE curriculum -Promoting a positive and inclusive school ethos through promoting values and cultural capital by celebrating diversity within the community.	Information presentations for each year group were reviewed and standardised.  Staff confident in delivering presentations to families and curriculum to children.  Programme delivered as per timetable. Pupils reassured by class staff.  Next Steps: To support children's personal development, building skills, character and resilience.
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## 9. Monitoring arrangements

The Headteacher and Link Governor will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher and Link Governor at least every 4 years.

This document will be approved by the Local Governing Board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safeguarding and Child Protection Policy
- Whistleblowing policy
- Complaints policy
- Code of conduct
- SEND Policy