



## Equality Information and Objectives Policy

<b>Date of policy:</b>	<b>27<sup>th</sup> March 2024</b>
<b>Member of staff responsible:</b>	<b>Headteacher</b>
<b>Date reviewed and ratified:</b>	<b>27<sup>th</sup> March 2024</b>
<b>Next Review date:</b>	<b>See Governor Hub</b>

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations .....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives .....	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	5

---

### 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as the Golden Rules, through Circle Times and Philosophy for Children.

### 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 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 Lee Hilton-Brammer. They will:

- › Meet with the designated member of staff for equality every term 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 will:

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

## **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 September

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 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 societies)

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

- › 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

## 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
- › 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

## 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 objectives

### Objective 1

Attendance of disadvantaged and SEND pupils improves by at least 2% (by 2025)

Why we have chosen this objective: Full access to learning and the holistic experience of school is even more important for children with barriers to learning if they are to have the same opportunities as their peers. By focusing on attendance, often an indicator of disadvantage, we can work closely with families and children to seek to minimise and eliminate barriers.

To achieve this objective, we plan to: Continue to support every child and family through personal and informal (and where necessary formal) targets and interventions, and will work with teachers to ensure that attendance for disadvantaged and SEND children meets or exceeds national levels. SLT will ensure these groups are identified in half termly attendance meetings.

Progress we are making towards this objective: The half termly meetings to look at attendance are supporting the identification of children who are not meeting the attendance target. Home visits from SLT staff are encouraging and supporting families to attend school.

### Objective 2

Have in place a reasonable adjustment agreement for all staff with additional needs and disabilities by July, to better meet their needs and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: We feel that staff with additional needs and disabilities should be supported to be able to work in a way where they are not disadvantaged when reasonable adjustments can be made.

To achieve this objective, we plan to: Ensure that there is a risk assessment in place to support any staff members with a disability. Ensure that there is a statement on all job adverts/Job application forms that sets out our approach to disability.

Progress we are making towards this objective: All staff with identified additional needs and disabilities have access to Occupational Health and a follow up risk assessment to ensure that reasonable adjustments are made to support. All staff with additional needs and disabilities have a risk assessment in place to support them.

### **Objective 3**

To improve outcomes in reading, writing and maths for those children with low starting points, including those with special educational needs and those who are disadvantaged. For 2023-24 there will be a specific focus on children who are disadvantaged and those with complex special educational needs. The School's Pupil Premium strategy statement specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for PP and those with SEND.

Why we have chosen this objective: We have chosen this objective as 55% of our pupils are Pupil Premium and 29% have SEND.

To achieve this objective, we plan to: See PP Strategy & Inclusion Action Plan.

### **Objective 4**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure all staff and governors involved in recruitment have a full understanding of equal opportunities and are not discriminatory.

To achieve this objective, we plan to: Use training and information provided by The Key

Progress we are making towards this objective: Training identified and a plan for delivery in action.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year.

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

This document will be approved by governing board

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment