



Equality Information and Objectives

Academic year	Head teacher	Deputy Head	Assistant Heads	Chair of Governors
2022/2023	Mrs R Hocking	Mr R Warren	Mrs S Leaver & Mrs K McCall	Mrs L Gray

Review Date	Changes made	By whom	Date Shared
September 2022	Staffing	RH	

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Purpose

The purpose of this policy is to give all members of the school community clear guidance to help ensure that the school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

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 Feedback and marking in practice

The protected characteristics are:

- age
- disability
- gender
- marriage and civil partnership
- pregnancy and maternity
- race, religion or belief
- gender reassignment
- sexual orientation

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 body 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 and check on the progress termly to ensure that no group is underachieving
- support the headteacher in implementing any actions necessary

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- seek to ensure that no one is discriminated against when applying for a job at our school and take all reasonable steps to ensure the school environment accommodates all needs

The headteacher will:

- ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against
- promote the principle of equality when developing the curriculum and promote respect for other people in all aspects of school life
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information

Our school staff will:

- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements
- give due regard to the policy when selecting classroom materials

Our pupils will:

- understand how the policy relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions. This includes ensuring constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups and ensuring that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

We will ensure the safety and well-being of our staff and pupils and take seriously and act on all incidents of harassment, bullying and discrimination. These incidents are recorded on CPOMS and are regularly monitored by the Senior Leadership Team and the Governing Body to identify trends and patterns, so that we have approaches in place provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

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, both when educating our pupils and in recruitment processes
- taking steps to meet the particular needs of people who have a particular characteristics, both staff and pupil
- encouraging people who have a particular characteristic to participate fully in any activities

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (where this can be published without identifying pupils)
- 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 racial 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 be actively involved 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

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- we have developed links with people and groups who have specialist knowledge about particular characteristics, for example disability, 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:

- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

Equality impact assessments should be made by staff when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

8. Equality Objectives 2021 - 2024

Objective 1 – To narrow the pupil premium gap in Reading, Writing and Maths in all year groups.

Objective 2 – To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 3 – Promote understanding and respect for all differences and actively celebrate the diversity of cultures, experiences and traditions in our school and wider community.

9. Monitoring arrangements

In addition to the monitoring arrangements outlined above, the following monitoring arrangements will be in place:

The headteacher, in accordance with the governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years. This document will be approved by the headteacher and/or governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan