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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](#).

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.
- 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 Mrs Jayne Logue. They will:

- Meet with the headteacher annually (or more regularly if necessary), and any other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are 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.

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.

The school has a designated member of staff for monitoring equality issues (headteacher), 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 societies).

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

- Publish DfE 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.
- 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.

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

| Objective | Action | How will the impact of the action be monitored? | Who is responsible for implementing it? | What are the time frames? | Early success indicators |
|-----------|---|---|---|--|---|
| 1 | 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 | Achievement data analysed by race, gender and disability | Head Teacher Senior Leadership Team Governing Body | Annually in September. Tracking group on a termly basis | Analysis of teachers assessments/annual data demonstrates that the gap is narrowing for equality groups |
| 2 | To narrow the gap for pupil premium children and children with special educational needs in English and maths | Achievement data | Head Teacher Senior Leadership Team | Annually in September. Tracking group on a termly basis | Accelerated progress, gap narrowing |
| 3 | To promote spiritual moral social, cultural and vocational development through all appropriate curricular opportunities with particular reference to issues of equality and diversity | Planning scrutiny, observations, cultural days, assemblies, experiences for children to develop SMSVC | Head Teacher Senior Leadership Team All staff Governing Body | Ongoing | Confidence of children to talk about experiences and beliefs |
| 4 | Identify, respond and report racist and homophobic incidents. Report the figures to the governing body on a termly basis | Headteacher /governing body will use the data to assess the impact of the school's response to incidents i.e .have whole year group approaches led to a decrease in incidents, can repeat perpetrators be identified? | Head Teacher Governing Body | Reporting December, April, July | Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the governing body. |
| 5 | Develop the curriculum to encourage the full participation of both boys and girls | Through lesson observations, planning, book scrutiny, pupil conferences, learning walks | Head Teacher Governing Body Teaching Staff | Ongoing | Increased level of engagement and enjoyment identified through monitoring |
| 6 | To tackle prejudice and promote understanding in relation to people with disabilities | Improved ability by pupils and staff to handle difficult situations and a reduction in classroom disruption | Inclusion Manager Behaviour Support Team External agencies | Ongoing | Increased awareness of appropriate responses to people with disabilities |

9. Monitoring arrangements

The governing body will review the equality information we publish, [described in sections 4-7 above], at least annually.

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

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Educational Visits