

## Equality Information and Objectives



### 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 school our values:-

Learn, Achieve, Grow, Believe

We aspire to be a thriving school where the whole community can flourish as individuals. We want everyone to be lifelong, resilient learners who believe in themselves, achieve their potential and make a positive contribution as global citizens. Our aim is to create a nurturing environment that embraces diversity and enables everyone to demonstrate love, compassion and respect.

Our School aims are:-

- We aim for everyone to be lifelong, resilient learners who learn from experience, through both their successes and mistakes.
- We aim for everyone to achieve their potential and make a positive contribution to their local and global community.
- We aim for everyone to grow as individuals, who through love, compassion and respect, demonstrate what it means to be human.
- We aim for everyone to believe in themselves, to believe in each other and live by Christian values.

## 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](#).



## 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 headteacher/designated member of staff for equality will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify 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.

## 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.

## **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

- 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
- Due to small pupil numbers which could identify individuals, attainment data showing how pupils with different characteristics are performing will not be published each academic year but is analysed by leaders and the governing body

## **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 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such activities and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak in collective worship, and organising school trips and activities based around the local community
- Encouraging all pupils to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **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 all pupils

## Equality objectives

Objective	Actions	Success Criteria/Expected Outcome
<p>Ensure the gap continues to narrow for all our children falling into cohorts defined under the school's equality policy, that is, pupils with impairments; pupils with English as an alternative language (EAL); pupils eligible for pupil premium (PP); pupils with special educational needs and disabilities (SEND); and most able pupils (MA)</p>	<p>Ensure that learning and progress of groups of pupils, particularly those who are disabled, most able, those with special educational needs, and those for whom the pupil premium provides support, are good. (SAP Evidence of achievement)</p> <p>Compare with data from external sources – Analyse School Performance, and teacher assessment data</p> <p>Use pupil progress meetings to identify under achievement; identifying action to be taken; targeting support; using the support of our SENDCo and Assistant SENDCo to support specific individuals and groups on our SEND register.</p>	<p>There is evidence of improvement and closing the gap across the cohorts of children identified in our equality policy when compared with other cohorts</p> <p>ARE attainment exceeding national data for all groups in reading, writing and maths; combined average scaled score will be in line with or exceed national average. Most able are in line with or exceed national data in attainment in reading, writing and maths.</p>
<p>Continue to develop in our children a greater understanding, respect and tolerance of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and demonstrate our commitment to British values – tolerance and individual liberty.</p>	<p>Using the Spiritual, Moral, Social and Cultural (SMSC) provision at the school; develop opportunities for first hand experiences and links with other schools with a more culturally and religiously diverse population; monitoring progress through Governor Strategic Action Plan (SAP); arrange further visits to places of worship other than Christian e.g. Synagogue, Sikh Temple, Hindu Temple, Mosque.</p> <p>Whole school SMSC calendar is planned to cover activities throughout the year.</p>	<p>Pupils gain first hand understanding and awareness of the diversity of the UK and global community by experiencing the opportunity to meeting with the face with children from a more culturally or religiously diverse background.</p> <p>Maintain SIAMS rating.</p> <p>SMSC whole school book to be maintained containing evidence of SMSC activities</p>
<p>To provide a clear focus on the health and well-being of the whole child with a view to developing the strategies already in place and drawing on best</p>	<p>Staff to attend mental health lead training and additional staff undertake mental health first aider training.</p>	<p>Pupils surveys indicate they have been shown how to develop resilience, independence and confidence.</p>

<p>practice from elsewhere to improve emotional and physical health of children and others in the school community</p>	<p>Staff to visit other schools working on similar projects. Class activities to include mental health awareness and mindfulness</p>	<p>Pupil surveys indicate that they are aware of who they can talk to if they are experiencing anxiety (worries) etc Parent surveys indicate that they believe their children have been shown how to develop resilience, independence and confidence.</p>
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