

Equality Information and Objectives

Rationale:

We are committed to our responsibilities under the Public Sector Equality Duty. The Equality Objectives are part of our ongoing improvement plans and published on the school website.

Aims:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relationships

Legislation and Guidance:

The Equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promote equality of opportunity to establish a fair and more equal society. The Public Sector Equality Duty (2011) with the Equality Act (2010) covers the following protected characteristics:

- Age
- Disability
- Gender and gender reassignment
- Pregnancy and maternity
- Ethnicity, religion and belief
- Sexual orientation and sexual identify
- Marriage and civil partnership

The Education and Inspections Act (2006) also highlights our duty to contribute to the development of cohesive communities both within our school community and within our local, national and global environments.

We also embrace the duties set out in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act, which promote working together with others to improve children's educational and wellbeing outcomes.

Roles and Responsibilities:

The local governance committee will:

- Ensure 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 the published equality information is updated at least every year, and 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 will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Identify any training needs and deliver training as necessary.

All staff will:

- Promote an inclusive and collaborative ethos and ensure all children are treated fairly.
- Provide a curriculum and resources that represent positive images based on ethnicity, gender and disability as well as challenging any stereotypes.
- Challenge any incidents of prejudice, racism and homophobia and record the incidents, drawing them to the attention of the Senior Leadership Team.
- Keep up to date with equalities legislation and engage in training.

Eliminating Discrimination:

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- We work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation'. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:
 - recruitment and promotion
 - numbers of part-time and full-time staff
 - pay and remuneration
 - training
 - return to work of women on maternity leave
 - return to work of disabled employees following sick leave relating to their disability
 - appraisals
 - grievances (including about harassment)
 - disciplinary action (including for harassment)
 - dismissals and other reasons for leaving.

Advancing Equality of Opportunity:

The school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic (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 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 racist bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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.
- 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, 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.

Addressing Prejudice and Prejudice- Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs
- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia
- We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above.
- We keep a record of all prejudice-related incidents and, if requested, provide a report to the Local Authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

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

Monitoring Arrangements:

- The headteacher is responsible for ensuring the published equality information is updated annually and this document is reviewed at least every 4 years, and presented to the local governance committee.

Links With Other Policies:

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality and Diversity Policy

Objectives for 2021 -2025

	<u>Actions</u>	<u>Evidence</u>	<u>Involvement</u>
1. To improve the knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities.	<ul style="list-style-type: none"> To re-establish links with the wider school community to further support the pupils' understanding of different faith groups i.e. visits to religious buildings (programme of visits) and visits from different speakers. To involve stakeholder groups to ensure that all members of the school community have input e.g. pupil body to review existing provision and identify ways to move forward alongside relevant Curriculum Leads. 	<p>Minutes of meetings</p> <p>Action plan evident with measurable targets</p> <p>Stakeholders are aware of vision and values</p>	<p>PSHE Lead</p> <p>SMSC lead/Inclusion lead</p> <p>RE Lead</p> <p>Parent reps</p> <p>Governors</p>
2. To reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act	<ul style="list-style-type: none"> T's track progress of specific groups of pupils each term. Inclusion lead/Subject leaders and phase leaders oversee process and engage in pupil progress meetings to ensure groups meet targets, interventions are implemented and impact is evaluated. SLT to ensure teachers are proactive in providing for, and monitoring, the Assess, Plan, Do, Review model. 	<p>Target groups make agreed progress in core subjects each year.</p> <p>Comparisons between groups identify where inequalities in attainment need specific intervention.</p> <p>Impact of interventions evaluations.</p>	<p>Assessment lead,</p> <p>Inclusion lead</p> <p>SENCo</p> <p>Phase and subject leads,</p> <p>All T's</p> <p>All TA's</p>

	<u>Actions</u>	<u>Evidence</u>	<u>Involvement</u>
3. To ensure that the participation and engagement of different groups of pupils is representative across all school activities.	<ul style="list-style-type: none"> • Monitor the participation of all groups of pupils with attending clubs/extra-curricular opportunities. • Conduct pupil voice surveys to ascertain the views of vulnerable pupils regarding provision. • Monitor the incidents of behaviour/prejudice related incidents to ascertain whether there are any trends/patterns. 	Review and evaluation of provision Outcomes from data analysis and pupil voice interviews	Inclusion lead PSHE lead Headteacher School Council
4. To value diversity through awareness and celebration.	<ul style="list-style-type: none"> • Whole school assembly and other relevant events planned to ensure celebration of diversity and to raise awareness of the need to recognize and value difference. 	Assembly plans Displays Events schedules	Inclusion lead PSHE lead SLT

The progress towards the objectives will be monitored by the governors as part of their on-going schedule of evaluation.