



Equality information and objectives 2024-2028

Review Committee

Policy and Resources

Date Adopted

10 October 2024

Date of next review

10 October 2028

Signed (Chair of Governors)

A handwritten signature in black ink, appearing to be 'J. Hunt', is written over the signature line.

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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, 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

The equality link governor is Tony Railton. They will:

- Meet with the designated member of staff for equality at least annually, 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 amongst 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 amongst staff and pupils
- Meet with the equality link governor at least annually 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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 bullying incidents)
- 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 and acceptance, 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, 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:

- 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: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Expected evidence of impact:

- Work of Stonewall, Rights Respecting Award (Assemblies etc)
- PSHE Monitoring Records
- Increased awareness by all staff and pupils
- Children apply equality principles they have learned in day to day practice
- Curriculum revised to incorporate and redefine opportunities for provision – evidenced through curriculum planning
- Clear and concise PSHE, SMSC and personal development plan in evidence alongside and integrated with Rights Respecting School Award

Objective 2: To promote cultural development and understanding through a rich range of experiences both in and beyond the school

Expected evidence of impact:

- A range of different opportunities are evidenced e.g. through curriculum planning, display, tapestry etc
- Children and staff can discuss difference and learning / understanding based upon experiences

Objective 3: To adapt and deliver an inclusive curriculum in order for those who may be affected by discrimination and lack of equal opportunity, as defined by the Equality Act 2010, to achieve the best that they can achieve and narrow the gap between themselves and their peers.

Expected evidence of impact:

- Attainment and progress scores of different groups improves year on year to be more in line with peers and national expectations
- Additional funding received to support pupils who may be affected by discrimination or lack of equal opportunity is effectively used to enhance provision and is evaluated annually
- Attendance rates for pupils in affected groups improves to be more in line with national averages
- Adapted curriculum shows progress of affected groups and provision meets the needs of all pupils
- The inclusive curriculum and environment allows children to meet the aims of the school curriculum at their own level

Objective 4: To increase staff's understanding of equality, inclusivity and its implications on a day to day basis, and in this way to reduce or remove inequalities in provision in order to improve attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act'.

Expected evidence of impact:

- Staff training provided on specific aspects relating to equality and those potentially affected by discrimination or lack of equal opportunity
- Staff report changes in behaviours based upon developing understanding
- Developed understanding can highlight areas where inequalities have been removed and can indicate a positive impact

9. Monitoring arrangements

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

This document will be reviewed by the Policy and Resources Governor Subcommittee at least every 4 years.

This document will be approved by The Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

