



# Equality Information and Objectives

Next review due by: January 2024

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### 1. 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

### 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](#).

This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

The governing board 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 will:

- Meet regularly with the designated member of staff for equality, 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor every to raise and discuss any issues
- 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during training or weekly briefing notes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 3 years. SLT monitors 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 that 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 or staff to pray as needed)
- 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

## 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

Published March 2021. Reviewed and updated annually. Linked to Trust Equality Policy Feb 2020 (renew date Feb 2024).

Objective	Affected group	Success criteria	Person responsible	Actions to be taken January 2021-22	Comments: January 2022/2023 Next review January 2023
<b>To develop the Relationships and Sex Education and Health Education Curriculum (RSHE) to ensure it is appropriate and relevant for our pupils and meets national requirements</b>	Sexual Orientation	<ul style="list-style-type: none"> <li>• Children use the correct vocabulary to discuss sex and relationships.</li> <li>• Children embrace diversity and actively promote equality.</li> <li>• Children recognise and challenge prejudice where they encounter it.</li> </ul>	AHT Inclusion	<ul style="list-style-type: none"> <li>• Work with parents and staff to ensure clear understanding of the law and the expectation of the curriculum</li> <li>• Purchase the Christopher Winter programme to guide teachers through the curriculum</li> <li>• Ensure appropriate CPD for all staff who will be teaching the RSHE curriculum which links to the statutory and school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Parental concerns were addressed by Headteacher and parents reassured re content of lessons.</li> <li>• Information presentations for each year group reviewed and standardized.</li> <li>• Staff confident to deliver presentations to families and curriculum to children.</li> <li>• Programme delivered as per timetabled</li> <li>• Pupils reassured by class staff</li> <li>• <b>To enhance provision we have subscribed to the PSHE Association and are linking assemblies to themes being delivered in classes</b></li> </ul>
<b>To ensure children with disabilities make excellent progress through the school compared to national figures To ensure staff with disabilities are not disadvantaged in</b>	Disability	<ul style="list-style-type: none"> <li>• SEND pupils engagement in school is good in relation to attendance and participation in extra curricula activities</li> <li>• Evidence shows clear significant progress in learning for children with SEND, through portfolios, and in-school data.</li> <li>• Staff with disabilities are</li> </ul>	AHT Inclusion	<ul style="list-style-type: none"> <li>• Support plans for children on SEND register (K) are effective in supporting learning.</li> <li>• Accessibility Plan for both physical and learning aspects of the school reviewed.</li> <li>• Portfolios of children with EHCPs monitored to ensure progress is evident.</li> <li>• Access monitored for children with SEND and support teachers to ensure inclusion is effective</li> </ul>	<ul style="list-style-type: none"> <li>• All areas completed but will need to continue to be monitored to ensure changing needs are met.</li> <li>• <b>Pupils with disabilities have been supported to return to school and adjustments have ensured successful reintegration full time.</b></li> </ul>

<p><b>fulfilling roles in school.</b></p>		<p>empowered to fulfill their role</p>		<ul style="list-style-type: none"> <li>Reasonable adjustments are made to facilitate staff and children with disabilities to fulfill their potential and carry out their roles.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have successfully engaged with Access to Work and recommendations have been addressed.</li> </ul>
<p><b>Ensure provision for discussion and deeper understanding of unconscious bias so that anti-racism is embedded throughout the curriculum and culture of the school</b></p>	<p>Ethnic inequality</p>	<ul style="list-style-type: none"> <li>Staff and children recognise and challenge racism where they encounter it and actively promote anti-racism.</li> <li>Children are able to talk about black people’s history and their contribution to society.</li> </ul>	<p>DHT Curriculum</p>	<ul style="list-style-type: none"> <li>Staff training on recognising unconscious bias</li> <li>Development of the curriculum to include black people’s contribution to society now and throughout history.</li> <li>Literacy to include black authors and images of black people in picture books.</li> <li>To actively promote anti-racism</li> </ul>	<ul style="list-style-type: none"> <li>All areas addressed but will continue to be monitored by leaders to ensure training is embedded and curriculum continues to reflect the school’s diversity.</li> <li>Anti racism discussions are part of the Talk Time curriculum and included in our assemblies themes.</li> <li>Bias is challenged and staff and pupils are able to conduct open discussions as part of the Fleecefield culture.</li> </ul>
<p><b>To embed the work on global learning throughout the school.</b></p>	<p>Race</p>	<ul style="list-style-type: none"> <li>Children, staff and families understand that “Respect” includes how you live life as well as what you say.</li> <li>Families and children attend celebration events for a range of purposes.</li> </ul>	<p>DHT</p>	<ul style="list-style-type: none"> <li>Promoting the value of ‘Respect’ within the school through assemblies, talk time, RSHE lessons</li> <li>Celebrating religious events of key religions through assemblies, curriculum, and encourage no one to exclude themselves or their children from this</li> </ul>	<ul style="list-style-type: none"> <li>All areas have been addressed and as we move out of COVID restrictions there should be greater opportunities for families to attend events in person rather than online.</li> <li>Post COVID the school has moved back to inviting families into in-person assemblies and school events.</li> </ul>

## 9. Monitoring arrangements

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

This document will be reviewed by the Headteacher and Link Governor at least every 4 years.

This document will be approved by the Local Governing Board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safeguarding and Child Protection Policy
- Whistleblowing policy
- Complaints policy
- Code of conduct
- SEND Policy