



Equality Information and Objectives Policy

Written by	Reviewed & Ratified by Governors	Shared with Staff	Last Updated	Review Cycle	Next Review Due
Lorraine Freeman Deputy Headteacher	November 2024	November 2024	November 2024	3 years	September 2027

1.0 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 our Values and the British Values.

2.0 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](#).

3.0 Roles and responsibilities

3.1 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

- Ensure an equality link governor who liaises with the EDI lead within the school

The equality link governor is Martin Perry. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and consider how these are being addressed as well as receive updates on the EDI approach of the school and the work of the wider EDI forum
- 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

3.2 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

3.3 The designated member of staff for equality, diversity and inclusion will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor twice a year to raise and discuss any issues and consider how these are being addressed as well as receive updates on the EDI approach of the school and the work of the wider EDI forum
- Support the headteacher in identifying any staff training needs, and deliver training as necessary including ensuring EDI is within staff induction processes
- Ensure staff, pupil and parent voice is captured in designing next steps through appropriate forums

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4.0 Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. This includes in relation to the nine protected characteristics: age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

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, and all staff receive refresher training annually.

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.

5.0 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:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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
- Monitor the progress and attendance of pupils through the school's Vulnerable Pupil Team

6.0 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 including through our weekly 'inspiring person'
- 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 such as the year 4 faith tour

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school parliament has representatives from different year groups and is formed of pupils from a range of backgrounds.
- 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach and the EDI local forum is led by our Equality Lead.

7.0 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

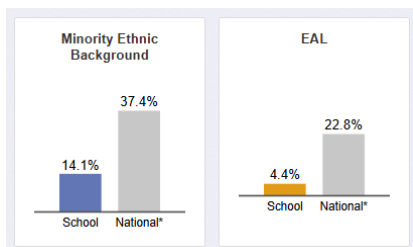
The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8.0 Equality objectives

8.1 Objective 1

To promote inclusive practice across the school, with a particular focus on how race, culture and ethnicity should be considered within our practice.

Why we have chosen this objective: The majority of pupils and staff at the school are predominantly white British, 86% of pupils, and the school has a much lower than national percentage of pupils from minority ethnic backgrounds.



To achieve this objective we plan to:

- Provide training for all staff around inclusive practice.
- Review practice across school in relation to race, culture & ethnicity.

Progress we are making towards this objective: To be reviewed.

8.2 Objective 2

To reduce the attainment gap between vulnerable and non-vulnerable pupils.

Why we have chosen this objective: The current attainment of children eligible for pupil premium and children with SEND compared to their peers without these vulnerabilities is significant.

Data from 2023-2024 Years 1-4

	PP	PP Non-SEND	Non-PP		SEND	Non-SEND
Reading	47%	60%	83%		47%	91%
Writing	34%	48%	77%		33%	87%
Maths	39%	40%	82%		50%	87%

To achieve this objective we plan to:

- Revise our 3-year PP strategy in line with the school's 3-year strategic plan, ensuring there is a clear flight path for our PP children and effective plans in place to improve these and their attainment during their time in our school.
- Revise our SEND action plan in line with the school's 3-year strategic plan ensuring maximum impact on children's learning, development & attainment.

Progress we are making towards this objective: To be reviewed.

8.3 Objective 3

To continue to work alongside the local community to foster good relations and develop a core set of values.

Why we have chosen this objective:

- To ensure children impact positively on the wider community.
- To support children to become confident, ambitious, resilient life-long learners who take every opportunity in life.

To achieve this objective we plan to:

- To continue to build links within the local community to offer children a breadth of opportunities.

Progress we are making towards this objective: To be reviewed.

9.0 Monitoring arrangements

The headteacher and governing board will update the equality information we publish, at least every year.

This document will be approved by the governing board.

10.0 Links with other policies

This document is to be read in conjunction with the following policies:

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Racists Incidents Policy

Anti-Bullying Policy

October 2024