



Equality information 2021

Equality Objectives 2021 - 25

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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](#).

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 is Mark Daborn. They will:

- › Meet with the designated member of staff for equality 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 among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

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 meetings.

Staff receive training on the Equality Act as part of their induction and as appropriate to their role, the objectives and the school development plan

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, 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 transphobic bullying)
- › 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, 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
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council 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

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

Where appropriate the school will keep a written record (Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions (e.g. on policies).

8. Equality objectives

OBJECTIVE	PROGRESS
<p>To continue to take positive steps to include pupils who may otherwise be marginalised. Activities include: additional transition arrangements for SEN (Reception and Y6); promoting peer involvement for those with specific learning needs (especially interaction and play on the playground e.g. football); assembly themes; PSHE activities; items in school news.</p>	<p>SEN Provision maps detail interventions, targets and evaluations. Stakeholder questionnaires and informal feedback would show good impact. Ongoing Objective</p>
<p>To continue to create equity between groups in school e.g. SEN, disadvantaged, disabled etc</p>	<p>The school works hard to support targeted groups through it's curriculum, teaching, provision map and pupil premium. Training of staff to support this and liaison with outside specialists is a priority. Impact is good (see reports) and ongoing.</p>
<p>To promote gender equality in relation to stereotypes e.g. career choice, roles for men and women, sport etc. Activities include: displays to promote and challenge stereotypes; curriculum; images that present gender equality (especially in early years e.g. firewomen etc; assembly; items in school news; PSHE activities.</p>	<p>As children progress through the school this improves as children are exposed to wider models. Recent play choices on the playground show that girls/boys interact (e.g. in football) as they choose and this is a comfortable/normal thing. Early Years continue to promote gender equality and challenge stereotypes and PD day in Autumn 2021 reminded of the importance of this. Ongoing objective</p>
<p>To promote equality in parental support through: liaison with parents; regular parent workshops; follow up meetings by the headteacher; involvement in school life.</p>	<p>The vast majority of parents show good parental support and staff continually work hard to promote this. There are still areas where some children get less support e.g. reading but provision in school balances this as well as continued promotion to parents. Objective ongoing</p>



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OBJECTIVE	PROGRESS
<p>To promote equality of access to opportunities, facilities and resources in our rural location. Activities include: supporting transportation costs (FOSPS); use of pupil premium monies; liaison with cluster for provision e.g. sports, music etc; access to computers/internet/library; keeping range of extended school opportunities rich and varied.</p>	<p>There is good impact in this area. HAF monies are also now used to balance opportunities to holiday clubs which is appreciated by disadvantaged families (see HAF reports and HT reports). Objective ongoing</p>
<p>To promote contact with other groups in terms of ethnicity, religion/belief, schools, countries, age and disability. Activities include; liaising/supporting with elderly (coffee morning) and disabled in community (RDA?); visiting and having visits/contact with other cultures/religions; displaying cultures, languages in the environment</p>	<p>Pre Covid this contact (education about is still strong) with wider groups/communities was a strength of the school. This now needs re-launching post Covid. See HT reports for evidence</p>
<p>To continue to raise the profile of protected characteristics (age; sexual orientation; gender reassignment; race; disability; religion/belief; pregnancy/maternity; marriage/civil partnership) as we educate children in their relationships; in showing respect; in understanding the world they are growing up in; in understanding equality and diversity and in their own personal and social development. To use daily story time to include stories with characters from different backgrounds, different family dynamics, different relationships and diversity of people. To naturally weave diversity (families, cultures, religions, sexual orientations, beliefs) into any learning sessions e.g. through images chosen. Use No Outsider initiative (phase assemblies - see www.no-outsiders.com and No Outsider files in PSHE/RSE folder- and book gift for classes each half term - in school news to raise profile with parents) and Jigsaw programme to teach equality aspects and the different types of family groups (including LGBT) that exist within society</p>	<p>RE provision is a strength of the school and has a good multi-faith and no faith aspect. The no outsider's programme and Jigsaw programme was launched in Autumn 2021 and initial feedback is really positive (see governor link visit). The Picture News resource has also had good impact in bringing modern news stories and questions to assemblies. See HT reports for evidence. Ongoing target.</p>

OBJECTIVE	PROGRESS
<p>Ensure that all recruitment opportunities promote equal opportunities across all groups so that the diversity of our work force is optimized as appropriate</p>	<p>School, trust, governor and director recruitment groups are constantly reviewing and will continue to review Ongoing target.</p>

9. Monitoring arrangements

The governing body/headteacher will update the equality information we publish, [4-7 above) every year and the objectives every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Assessment Policy
- Behaviour and Bullying Policies