

# Equality information and objectives

## Ernesford Grange Primary School



**Shared with:** Full Governing Body

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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 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher

Governors will:

- Meet 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

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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will be made aware of our Equality information and objectives in accordance with the Equality Act as part of their induction.

Staff will make the head teacher and governors, where appropriate, aware of any issues as they arise.

## 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, and health (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

## 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

**Objective 1:** *To provide more opportunities for children to recognise how their role as a member of the school community can make a difference and enhance opportunities for pupils to have a 'voice', take on responsibility and develop leadership skills*

**To achieve this objective, we plan to:**

- Hold yearly school council elections
- Evaluate and strengthen the current status of the above and the impact their role has on school
- Review the current roles and responsibilities children hold within school
- Ensure there are opportunities for children to share their achievements and be challenged to try new things
- Look at fundraising within the school and how this reflects the school community. Ensure children are given the opportunity to participate and to see the impact that this has in the wider community
- Evaluate the ways in which the curriculum can inspire children with job opportunities in the future

**Objective 2:** *To improve the outcomes for SEND children so that the gap between this group and non-SEND children reduces*

**To achieve this objective, we plan to:**

- Evaluate and strengthen intervention procedures
- Monitor provision for SEND children
- Liaise regularly with outside agencies to further support identification and provision of children with SEND
- Ensure any funding for SEND children is focused on facilitating better outcomes
- Analyse data outcomes for SEND children

**Objective 3:** *To review and implement the new RE syllabus and as a result raise pupil's awareness and tolerance of other people's belief and religions, with additional reference to issues of equality and diversity*

**To achieve this objective, we plan to:**

- Ensure staff have appropriate training and resources to support teaching and learning

- Monitor teaching and learning to ensure coverage
- Reflect on practice and its impact on behavior/racial/cultural incidents

**Objective 4:** *To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition*

**To achieve this objective, we plan to:**

- Ensure appropriate information is shared across key adults, including EAL Lead and SLT
- Class teachers to select pupils to buddy/mentor new arrivals
- Teachers to make early assessment of EAL needs and identify appropriate interventions
- EAL Lead to liaise where appropriate with Ethnic Minority Achievement Service for support and to possibly provide interrupters

**Objective 5:** *To teach about the Public Sector Equality Duty using various resources.*

**To achieve this objective, we plan to:**

- Ensure staff have recommended texts to support the teaching and learning
- Monitor teaching and learning
- Reflect on practice and its impact

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Governing body 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