

ST. ANDREW'S C. OF E. PRIMARY SCHOOL



Equality information and objectives

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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](#).

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 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. 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 every September.

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, 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

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

Continue to promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why we have chosen this objective:

Over recent years, the school has developed a broad and balanced curriculum aiming to develop the pupils' knowledge and skills in a wide range of subjects. Due to the pandemic, it is important to now improve the opportunities we provide for trips and activities outside of school. As a Church school we wish to celebrate the ever-changing cultural diversity within our community and promote tolerance, understanding, common

connections, deeper relationships and share learning opportunities by developing stronger links with faith communities within our area, stretching beyond Christianity.

To achieve this objective we plan to:

1. Continue to develop the links within our curriculum to further strengthen the learning opportunities for our pupils.
2. Timetable key trips and activities for each year group that promote a range of different cultural opportunities and experiences.
3. Invest in and teach a range of texts written by, and with characters, who are from different cultural backgrounds.
4. Improve the social, emotional, health and well-being of all our pupils through our teaching and learning.

Progress we are making towards this objective:

1. School Improvement Planning is focusing on strengthening Writing through better links with other subject areas, leading to an improvement in Writing outcomes.
2. School Improvement Planning is also focusing on explicit teaching of key skills children need to develop their emotional intelligence, their resilience, determination, collaboration, perseverance and other Attributes.

Objective 2

To improve outcomes for disadvantaged children (PP and SEND) so that the gap between the attainment and progress of disadvantaged and non-disadvantaged children is closed.

Why we have chosen this objective:

Disadvantaged children and children with SEND are performing less well than other children. Resource management is particularly challenging in the current climate with regard to funding for PP children and those with SEND. This relates to an ongoing target for the School Improvement Plan as well as the local and national trends and the target is to effectively manage and utilise the funding appropriately in order to improve outcomes for all disadvantaged children.

To achieve this objective we plan to:

1. Analyse previous data and the use of the PP grant previously
2. Ring-fence funding to be used predominantly for teaching and learning
3. Support all staff in planning and preparing for the needs of all their children
4. Provide CPD where needed in order to support all staff in meeting the needs of their children

Progress we are making towards this objective:

1. Continued analysis and review of the use of PP grant for the previous academic year.
2. Applications for funding made to local authority by SENDCo to ensure pupils with high needs have the additional funding required to provide adequate provision for progress to be made.

Objective 3

To continue to promote school accessibility for all pupils, staff and parents, regardless of age, race, gender, ability, ethnicity, belief.

Why we have chosen this objective:

There has been a fall in the school numbers due to a number of factors, including the school's current Ofsted rating. There has been an increase nationally in the number of children who have been diagnosed with medical conditions and disabilities. There have been local developments with new schools and housing in the area. It is our desire to increase our pupil roll numbers, to provide more extended services, to continue to improve parental and community engagement, to increase participation in sports and music clubs of children of all ability, age, race, gender, ethnicity. There are also concerns with regard to recruiting staff and we want to be able to attract and accommodate all potential new staff members; regardless of ability, age, race, gender or ethnicity

To achieve this objective we plan to:

1. Monitor and analyse data about the participation of children in extra-curricular clubs.
2. Monitor and analyse data about parental attendance and engagement at events over the years.
3. Analyse potential barriers faced by adults with disabilities who may apply for jobs.
4. Promote mental health and well-being through teaching and learning.

Progress we are making towards this objective:

1. Implementation of Before and After School Clubs: the former run internally and the latter by an external company (Get Active).
2. Offer of extended Nursery provision to all.

9. Monitoring arrangements

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

This document will be reviewed by the Head Teacher at least every 4 years.

This document will be approved by Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

List any other related policies that your school has here, if applicable.