

Northleaze Church of England Primary School

‘Let your light shine.’ (Matthew 5:16)

Equality Information and Objectives

This policy should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School.



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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 local governing body 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 Jacks Thomas. They will:

- Meet with the designated member of staff for equality three times a year, 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
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- Report back to the full local governing body 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. Our obligations with regard to the Equality Act are also included in the staff handbook which is reissued each September.

The school has a designated member of staff for monitoring equality issues (the Headteacher), 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 (through class 'POP' groups) 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

To close the gap in attainment in writing between boys and girls.

Why we have chosen this objective: data indicates that in many classes, boys are assessed as working at a lower standard than girls in writing.

To achieve this objective we plan to: have small group interventions based on assessment information to fill the gaps in learning.

Progress we are making towards this objective: 68% of boys achieved the expected standard+ in 2022 compared to 54% in 2021.

Objective 2

Have in place a reasonable adjustment agreement for all staff with a disability to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: to ensure every member of staff has equal access to all areas of the working environment.

To achieve this objective we plan to: make sure everything is accessible. Keep all corridors and entrances and exits clear of obstructions. Plan school events and training with consideration of accessibility. Make considerations for arrivals and departure for staff with disabilities.

Progress we are making towards this objective: all security access keypads to main entrances and exits have been lowered. Classroom organisation and furniture arrangements have been adjusted.

Objective 3

To ensure that enrichment opportunities and the wider curriculum, such as trips and visitors, reflect and celebrate diversity.

Why we have chosen this objective: 91% of our pupils are white British and are not frequently exposed to other cultures. We want to broaden their knowledge and understanding of different faiths and cultures and their history.

To achieve this objective we plan to: increase the visibility of people from different ethnic groups on displays, and in assemblies and in lessons. When planning inspirational trips, visits and visitors, staff are going to be mindful of places and people that will broaden pupils' experiences of diversity.

Progress we are making towards this objective: the history curriculum has been adjusted to learn about the history of diverse countries (Benin) and cultures (the Wind rush and Bristol bus boycotts).

Objective 4

To increase the diversity in our resources (reading books in particular) to ensure equality of representation.

Why we have chosen this objective: 91% of our pupils are white British and are not frequently exposed to other cultures. We want to broaden their knowledge and understanding of different faiths and cultures and their history, raising their awareness and fostering tolerance and respect.

To achieve this objective we plan to: purchase a wider range of books from other cultures and countries, for all classes. Include a range of books regarding diversity in our 'reading spine' (being developed in preparation for September 2021).

Progress we are making towards this objective: a small selection of books from different countries has already been purchased for each class.

Objective 5

To fully embed the Anti-Bullying Ambassador programme to eliminate any discrimination and improve the knowledge, skills and attitudes of our pupils so that they appreciate and value difference and diversity.

Why we have chosen this objective: we wish to have a robust approach to bullying and ensure that pupils understand their role within this.

To achieve this objective we plan to: hold regular ABA meetings; develop an anti-bullying slogan for our school; ensure all pupils know who they can talk to if they are worried about bullying; ensure pupils know who the ABAs are and what they can do to help others.

Progress we are making towards this objective: 20 ABAs from Year 4 – Year 6 have been recruited and trained. All classes have a 'Bubble Box' where children can post worries or concerns that will be addressed by the teacher.

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 Local Governing Body at least every four years.

This document will be approved by the Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan

- Anti-Bullying Policy
- Relationships and Behaviour Policy
- Exclusions Policy