



Equality Information and Objectives

Date:	May 2019	Review:	May 2020
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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 on a daily basis to the headteacher.

The equality link governor is Mrs Denise Brereton. They will:

- Meet with the designated member of staff for equality every academic 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.
- 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.

The designated member of staff, Mrs Watkins, for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every academic year to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

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 through an email or 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 academic year.
- 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).
- Taking steps to meet the particular needs of people who have a particular.
- 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 clubs).

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.
- 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.
- Working with our local community. This includes inviting external speakers such as leaders of local faith groups and charity representatives to speak at assemblies, and organising some 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 develop 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 2018-2022

Objective 1: **Improve attendance for disadvantaged children.**

Why we have chosen this objective: Three key measures of attendance are worse for children in receipt of pupil premium compared to those not in receipt in 2017/18. Attendance is 94.5%

compared to 96.4%. Unauthorised absence is 1.23% compared to 0.39%. Persistent Absence is 11.5% compared to 6.0%

To achieve this objective we plan to: Ensure regular monitoring of attendance data to compare these groups overall as well as individuals who fall significantly below our expectation of at least 96% attendance. Initially, actions are put in place promptly by our Pastoral Manager to engage families in improving their child's attendance. If improvement is not seen or attendance falls further, then the next steps in our Attendance Policy are taken including meetings with the headteacher and warning letters outlining the possibility of a fine.

Progress we are making towards this objective: In 2018/19, attendance for children in receipt of Pupil Premium improved from 94.5% to 95.1%. This reduced the gap to those not in receipt of Pupil Premium which is now 96.4%. Unauthorised absence also showed an improvement from the previous year as it decreased from 1.23% to 0.91%. Again, this reduced the gap to those not in receipt of Pupil Premium which is now 0.34%. Persistent Absence is 14%. This represents an increase of around one pupil. School will continue to target these children and parents to reduce the number of persistent absentees.

Objective 2: *Promote positive relationships between people of different ethnic groups.*

Why we have chosen this objective: The percentage of pupils on roll who do not have English as their first language increased to 16% (school data) in 2018 compared to 11% (ISDR 2017).

To achieve this objective we plan to: Review current practice and identify effective improvements that could be made to celebrate the families and children we have from a range of different ethnic groups.

Progress we are making towards this objective: In 2018-19, we held a very successful International Evening where more than 20 countries were represented by parents who provided cuisine from their ethnic background. Equality and diversity were also promoted during Anti-Bullying Week where the theme was Respect. This is one of our school values, while a separate Values Day focused on Kindness which is another of our school values. In addition, a Faith Week included visits from a Rabbi and an Imam.

9. Monitoring arrangements

The headteacher and designated member of staff for equality will update the equality information we publish, [described in sections 4-7 above], every academic year.

This document will be reviewed and approved by the School Development Committee.