

# Equality information and objectives

## Mereside C of E Primary School

2018-19



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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 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 staff meeting.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year regarding our current objectives and progress toward them and current areas of development such as work undertaken by the schools Stonewall champion

## **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 characteristic (e.g. ensuring the contexts used to teach the curriculum objectives reflects and interests all pupils)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. by providing a range of sporting activities and adapting activities so that they can be accessed by all pupils including those with disabilities )

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing if the group size is statistically significant (more than 10)
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information (using aggregated data where necessary to provide greater statistical reliability)
- Make evidence available identifying improvements for specific groups (e.g. narrowing of gaps in progress or increased positivity in an identified group where this will not accidentally cause an individual to be identified due to the size of the group)

## **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, 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 visit school taking part in multi-faith work and organising school activities based around the local community

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach such as Stonewall

## 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 activity is being planned, the school considers whether the activity:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Allows for faith based needs e.g. separate changing facilities, special dietary requirements

The school will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This will be recorded at the same time as the risk assessment when planning school trips and activities. The record is to be completed by the member of staff organising the activity and will be stored electronically with the completed risk assessment.

## 8. Equality objectives

***Objective 1: To ensure that any difference in the progress of groups with a protected characteristic is monitored carefully and actions put in place promptly***

Why we have chosen this objective: End of Key Stage 2 data shows that there are still differences in progress scores between boys and girls and between pupils with SEND and pupils without SEND

To achieve this objective we plan to:

- Embed a “mastery” approach to mathematics
- Review the teaching of handwriting in EYFS and KS1 to ensure it meets the needs of boys, girls and pupils with disabilities
- Widen the range of texts used in English and the strategies used to teach reading and writing to reflect a wide range of cultural backgrounds, interest boys and girls equally and develop pupils understanding and appreciation of gender diversity and disability
- Embed approaches to the teaching of spelling and phonics that support those with specific difficulties to make sustained and substantial progress

Progress we are making towards this objective:

- Teaching sequences and texts from CLPE “Power of Reading” website introduced and trialed
- Member of teaching staff has attended training provided by “Stonewall” and has begun to disseminate this to staff
- EYFS/ KS1 lead has begun a review of teaching of handwriting
- All staff have accessed professional development in using a “Mastery” approach
- The schools has a mastery “champion” in each Key stage and ,within KS2, each team for maths
- The teaching of spelling was a focus last year and evaluation of impact showed the approaches used led to progress for both pupils with SEND and those without

***Objective 2: To develop staff knowledge and understanding of a range of mental health issues and SEND that can affect pupils’ access to learning***

Why we have chosen this objective: Progress for girls and PPG pupils at the end of KS2 still shows a gap to progress of other pupils. Analysis of which pupils out of these groups had lower progress scores showed that many of these pupils had poor emotional well-being

To achieve this objective we plan to:

- Develop a whole school approach to mental health and well -being including:

- Providing staff training in identifying and supporting pupils with a range of emotional well-being and mental health issues
- Embedding and developing further the schools PSHE and RSE programmes of study
- Developing a curriculum that is tailored more to the needs of our pupils and that they can identify strongly with whatever their cultural background, faith or gender
- Providing staff training in supporting pupils with a range of SEND to access learning

Progress we are making towards this objective:

- Staff have undertaken professional development in supporting pupils with ASD
- Assistant head has developed and introduced a detailed PSHE scheme of work
- School has adopted and is using the Shropshire LA RSE programme (Respect Yourself)
- Schools LAC designated teacher has attended training in supporting pupils with attachment difficulties

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by Governing Body

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND policy
- Teaching and learning Policy