

Equality Information and Objectives

Keresley Grange Primary

Keresley Newland Primary

Written by: Nicola Penlington

Date: 28.11.18

Last reviewed on: 29.04.21

Next review due by: September 22

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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
- Ensure all members of the team know what the protected characteristics are, and ensure that there is no discrimination in the school community, and that children foster this value of respect for life:

Protected Characteristics:

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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 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

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 as part of TFT cycle of training.

All staff work together, as part of the school value of RESPECT, on eliminating discrimination.

The PSHE curriculum and school values promote equality.

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, when they form a viable group in terms of data.
- 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, as appropriate.
- 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 *togetherness*, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and the school value of RESPECT. 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 Book Talk and Expert, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues and key cultural events.
- Working with our local community, and fostering wider links.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school and the community, as issues arise and this is rare.
- Developing 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

Equality objectives

Objective 1 – High Expectations of Respectful Conduct and Positive Attitudes to all.

- *Provide opportunities for children to learn about the similarities and differences between all members of society, knowing knowledge and understanding. Continue to develop our school value of **RESPECT**, with a particular focus on **Together**.*
- *Develop ‘**togetherness**’ across school through a range of approaches including curriculum and wider aspects of school life. Be mindful that pockets of our community can have tendencies to far right thinking, and ensure that the taught curriculum explicitly covers a wide range of faiths to foster understanding and **RESPECT**.*
- *Continue to have clear systems in place for encouraging and modelling treating everyone with care and **RESPECT**. Clear sanctions in place for any instances of discrimination, and record on BehaviourWatch, with a view to restorative practice. Personalised support plans developed for individual children as required, with consultation and discussion with families included.*
- *PSHE curriculum developed and responsive to need, including diversity through **The Weekly Picture**.*
- *Follow up all instances that do not meet our high expectations, even if reported from outside of school.*

Objective 2 – High Quality Resources and Curriculum.

- *Develop a library with books that are high quality and provide understanding of different needs and the importance of right of equality.*
- *Writing and Reading include resources from a range of cultures and challenge stereotypes.*
- *EXPERT learning fosters diversity.*
- *Ensure the curriculum is challenging and inclusive, challenging stereo-types and prejudice.*
- *RE – high quality curriculum developed with links to Secondary School RE departments, Virtual Resources and local community links.*

Objective 3 – CPD

- *Ensure staff have training to support children and families.*
 - *Transgender – 2021*
 - *DSL – range of training about local issues, including hate crime.*
 - *Safeguarding Updates – include equality and protected characteristics.*

Objective 4 – Recruitment

- *Undertake an analysis of recruitment data and trends with regard to diversity, and protected characteristics – but always ensuring the member of staff appointed is of the highest calibre.*

- *Train recruitment staff on diversity, as required and be mindful of fairness and equity in all parts of the recruitment process.*

Objective 5 – Safety in School and in Emergency Evacuations

- *Have in place a reasonable adjustment agreement for all staff with disabilities, and ensure that personalised plans are formed and updated as required; including Fire Evacuation Plans.*

9. Monitoring arrangements

- Provision, delivery to be monitored by SLT.
- Incidents of inequality to be investigated, and there to be a continued focus on inclusion.

10. Links with other policies and processes

This document links to the following policies:

- Accessibility plan
- School Vision and Values
- PSHE Curriculum
- EXPERT Curriculum
- School Curriculum
- Behaviour Policy
- Exclusion Policy