



Equality Information and Objectives – Jan 2021

Document history

Date	Description [i.e. draft, consultation with staff, approval by Governors, review due]
Jan 2020	Draft policy to Pastoral Committee for discussion/approval
Jan 2020	Approved
Jan 2021	Objectives updated and presented to Pastoral Committee

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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 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, 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 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 during the first staff meeting of the year.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Analyse the attainment data each academic year to determine how pupils with different characteristics are performing
- Analyse the above data for strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups
- Monitor and analyse further data and school records (eg. bullying logs) identifying about any issues associated with particular protected characteristics, identifying any strengths and areas for improvement, implement actions in response

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.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and where appropriate 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 will develop links with people and groups who have specialist knowledge about particular characteristics, which will help 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 keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

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

8. Equality objectives

Objective 1: Parent representatives – to recruit a group of parents who reflect the multi ethnic school community to work with and support the school on school improvement and other initiatives.

Why we have chosen this objective: *It is an area for development identified in the action plan linked to our Families First Quality Award*

To achieve this objective we plan to: *ask parents to volunteer for this role, for a key member of staff to meet with them on a regular basis, to consult with them over school developments, policies etc, and to develop community activities.*

Progress we are making towards this objective: *Jan 2020 – a number of parents have volunteered and the first meeting has been held. There are spaces for a few more members; we will pro-actively recruit these members to ensure a good balance of gender and ethnicity.*

Jan 2021 – unfortunately meetings of this group have been suspended since March 2021 due to the Coronavirus pandemic. They will be restarted as soon as it is safe to do so.

Objective 2: School Council - the school council is, as far as possible, reflective of the school population in terms of gender, ethnicity and other protected characteristics and is proactive in taking forward initiatives within the school

Why we have chosen this objective: *to ensure that the school meets the needs of all of its pupils and that all pupils have equal access to the full curriculum offer*

To achieve this objective we plan to: *meet regularly with the pupils involved, consult them over matters of school improvement, support them in taking forward initiatives of their own.*

Progress we are making towards this objective: *The school council meet regularly with our PSHE lead and this year have worked to establish community links with our local care home for the elderly.*

Jan 2021 – School Council have continued to meet with our PSHE lead once a fortnight where restrictions due to the Coronavirus pandemic have allowed.

Their discussions have focused around pupil wellbeing particularly in light of the restrictions in place due to the pandemic, they have discussed concerns raised by their class and also thought of others who may be adversely impacted eg. The residents of Kirkstone Lodge for whom they made Christmas cards.

Objective 3: Pupil Data - Ensure that pupils for whom English is NOT an additional language attain as highly as other pupils.

Why we have chosen this objective: *the attainment of EAL pupils is above that of children whose first language is English*

To achieve this objective we plan to: *Analyse the barriers to learning for pupils whose first language is English – EAL pupils do not received any additional of different teaching or support which would suggest barriers are not simply a language issue.*

Progress we are making towards this objective: *We are working to systematically record ACE's (Adverse Childhood Experiences) and other factors, which may affect pupils' progress and attainment in school.*

Jan 2021 – As a result of the Coronavirus pandemic we do not have reliable data for pupil outcomes in July 2020, we have looked at our own data and concerns were initially raised by KS1 data, however enquires resulted in this being recalculated by the LA resolving the concerns! We continue to monitor all pupils through our internal data, the disruption to schooling over the past year has made it very difficult to put into place and effective additional provision. The majority of pupils for whom English is their first language have been entitled to a school place during lockdowns either as Key Workers or Vulnerable pupils, not all have attended. For those that are attending staff ensured that they had additional time for one to one reading in particular. Some impact was seen on their attainment relative to their peers during the first lockdown.

9. Monitoring arrangements

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

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

This document will be approved by the Pastoral Committee of the Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment