

Equality information and objectives

St Andrew's C of E Primary School



Approved by: S and PD Committee of the Governing Body **Date:** February 2022

Last reviewed on:

Next review due by: September 2024

Contents

1. Aims
 2. Legislation and guidance
 3. Roles and responsibilities
 4. Eliminating discrimination
 5. Advancing equality of opportunity
 6. Fostering good relations
 7. Equality considerations in decision-making
 8. Equality objectives
 9. Monitoring arrangements
 10. Links with other policies
-

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 Pam Clarke. They will:

- Meet with the designated member of staff for equality every term, 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

As the designated member of staff for equality will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any
- Identify 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 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.

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, or gay pupils who are being subjected to homophobic bullying)
- 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:

- 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.
- 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 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: Understanding and showing respect and appreciation of others' religious beliefs.

Why? At present, the vast majority of pupils at St Andrew's C of E Primary School are of the same religion. There could be potential for prejudicial incidents based upon the lack of understanding of other people's faiths. We want to increase pupil awareness and understanding of different religions and faiths and help to develop positive attitudes towards people of different religions and faiths.

How?

- Carry out an annual whole school PSHE unit of work focussed on difference and diversity.
- Embed the new RE curriculum, following the Nottinghamshire agreed syllabus to focus on a deeper understanding and acceptance of varying faiths.
- Curriculum Link Governors and Anti-bullying Governor will visit the school on a regular basis to review policies and practice to hold the school to account.

Objective 2 : Promote positive attitudes towards race and equality.

Why? At present, our school community has very little racial diversity and this is also true of our immediate surrounding area. Evidence shows that this is an area for development within the wider community and we want to do all we can to reduce the risk of prejudicial incidents or extremism. As a result, the children will display positive attitudes towards the promotion of race equality and there should be no incidents of the inappropriate use of language related to race equality.

How?

- Carry out an annual whole school PSHE unit of work focussed on difference and diversity.
- Link to British and School value of Respect – ‘where we treat others how we want to be treated.’- a golden thread that runs through school and is emphasised in Collective Worship.
- Continue to have a zero-tolerance approach to incidents relating to the use of inappropriate language related to race, and ethnicity equality.

9. Monitoring arrangements

The S and PD committee of the governing board will update the equality information we publish, at least every year.

This document will be reviewed by the S and PD committee of the governing board at least every 4 years.

This document will be approved by the S and PD Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment