

# Equality information and objectives

## St. Mary's CofE Primary School

**Approved by:** LGB

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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.

This document also complies with our funding agreement and articles of association.

### 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

They will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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 for equality (Mr Haque) will:

- Support the Headteacher/Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher/Head of School 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 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 annually.

The school has a designated member of staff for monitoring equality issues. The designated member of staff and the Headteacher 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 LGBTQ 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 (where applicable)

- 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, 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
- 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
- Promoting achievement and highlighting diversity in the field of science and art during our Art and Science festivals by choosing from a diverse group of professionals to showcase work from
- 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 reach 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:**

*To implement the accelerated leadership programme in the school with the view to recruit from diverse backgrounds and signpost two post for BAME candidates*

Why we have chosen this objective:

*To train ambitious leaders of the future through our own bespoke leadership programme with the aim to further promote representation of people who share a protected characteristic and those who don't. We have ring-fenced at least two positions for BAME candidates*

To achieve this objective, we plan to:

*Ensure our application form clearly communicates that we particularly welcome applications from candidates from a BAME background*

Progress we are making towards this objective:

*For our January 2020 starting posts, we have recruited four candidates of which two are BAME. The programme has proven to be very popular and we have decided to recruit further for Easter positions.*

### **Objective 2:**

*To raise levels of attainment in core subjects for vulnerable learners*

Why we have chosen this objective:

*We believe that every pupil in our school has an equal right to make accelerated progress in reading, writing and maths over the course of their primary education so that by the time they leave Year 6, they can go on to be confident, lifelong learners*

To achieve this objective, we plan to

*Identify vulnerable pupils and consider each pupils' unique vulnerability. Our rigorous assessment practices ensure that we regularly monitor attainment and where we notice that potential gaps occur, we act immediately by including the pupil into our booster programmes, intervention groups, Achievement School (Year 6), Saturday Plus (Year 3-5), Phonics School (Year 1-2) and Easter School. Furthermore, we work closely together with parents and carers to support learning at home.*

Progress we are making towards this objective:

*We have identified our vulnerable groups and have already implemented many of the abovementioned practices to narrow any attainment gaps where they might have occurred.*

### **Objective 3:**

*To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination within the first term. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective:

*This is to make sure that all staff continue to be fully informed about the Equality Act 2010 and to recognise how the school actively promotes Equality objectives with staff, pupils, parents and governors.*

To achieve this objective, we plan to:

*Deliver a whole school inset around the Equality aims and objectives and further train staff about protected characteristics*

Progress we are making towards this objective:

*A whole school Inset has been planned by the designated equality staff member and this session has been penciled into our school calendar for all staff to attend.*

### **Objective 4**

*To actively promote parental engagement with parents and carers in matters related to learning and to ensure that every family has got the opportunities to join our remote learning settings*

Why we have chosen this objective:

*We recognise that where parents engage effectively with school matters based around learning, pupils' attainment is positively affected resulting in improved learning outcomes. With remote learning systems now set up in case a class has to work from home, we want to make sure every child can join the live sessions with their class.*

To achieve this objective, we plan to:

*We have set up electronic newsletters, upload homework on Education city and MyMaths and created Google Classrooms for every class in school. Login details have been shared with pupils and parents and all classes have top up computing sessions to ensure all children know how to log into the classroom. Those children who do not have access to a computer at home are given a school Chromebook which they can borrow for the duration of the remote learning time.*

Progress we are making towards this objective:

*Electronic homework logins set up and communicated to staff, pupils, parents and carers*

*Google classrooms set up for every class in the school*

*Parent survey has been posted to identify which families need access to a school computer*

*School computers have already been shared with those families who required one for remote learning.*

## **9. Monitoring arrangements**

- The Local Governing Body will update the equality information we publish, at least every year.
- This document will be reviewed by the Local Governing Body at least every 4 years.
- This document will be approved by Local Governing Body.

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

This document links to the following policies:

- Accessibility plan
- Equality and cohesion policy