



## Equality information and objectives

**Approved by:** [Name]

**Date:** [Date]

**Last reviewed on:** [Date]

**Next review due by:** [Date]

## 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 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 Helen Crossfield

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 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 members of staff for equality Nasim Hartmann (also SENDCo) and Christine Phillips (RE, SRE, PHSE and Wellbeing Leader) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher 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.

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 (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 (where known) 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 relationships 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/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
- 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. However, we believe that this can be extended and enhanced and have therefore included this in our objectives.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality consideration 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 strives to be as inclusive as possible and staff risk assess to ensure all children are part of school trips, visits and residential. This is recorded at the same time as the risk assessment on EVOLVE 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: Implement the schools updated SRE Policy and further develop JIGSAW programme across the school to support pupil understanding of diversity.***

**Why we have chosen this objective:** JIGSAW was only introduced to the staff Sept 2019 and the SRE Policy has only just been updated to reflect the updated guidance on SRE including themes of celebrating difference, different families and positive relationships. The SRE leader led a student voice survey and these views need to be integrated into our planned provision.

**To achieve this objective we plan to:**

- ❖ Continue to develop our PSHE and SRE provision through the JIGSAW programme. We will also follow up and promote topics explored in these sessions in assemblies. New staff will be supported in understanding how we deliver PSHE and SRE and why we have chosen to do it in this way
- ❖ Revisit and re enforce our values of Trust and Respect and Health and Happiness

Progress we are making towards this objective:

- All staff understand how to use JIGSAW and this is supporting consistent practice and language being used throughout the school
- SRE Policy update including children voice and parent consultation
- School Values of Trust and Respect and Health and Happiness promote acceptance and tolerance

***Objective 2: Promote knowledge and tolerance of diversity through having regular visitors to lead assemblies and other school events.***

**Why we have chosen this objective:**

The schools community is not as culturally or racially diverse as Exeter and we want our children to develop a good knowledge and understanding of people who look and/or believe things that may be different from their personal experience to ensure our children are tolerant of all peoples

**To achieve this objective we plan to:**

- ❖ Invite people from different religions to lead assemblies
- ❖ Consider which local organisations may be able to support us in this work e.g. pen pal system with children from more diverse school such as St Sitwell's. Consider what joint events we may be able to do.

**Progress we are making towards this objective:**

**Objective 3: Curriculum planning - how is our planning supporting the understanding of diversity, including race, religion, cultural, gender and disability**

**Why we have chosen this objective:**

The schools community is not as culturally or racially diverse as Exeter and we want our children to develop a good knowledge and understanding of people who look and/or believe things that may be different from their personal experience to ensure our children are tolerant of all peoples

**To achieve this objective we plan to:**

- make considered choices about what we teach including;
- books we read to the children- do they reflect authors of different race and cultures including picture books
- sequences of learning linked to text that promote diversity
- wider curriculum planning and opportunities that promote diversity including gender equality

**Progress we are making towards this objective:**

**Objective 4: Develop stronger links with our EAL families to find out best ways of communicating with them to share information**

**Why we have chosen this objective:**

The school has a growing number of EAL children and families and data analysis over recent remote learning times show that many families with EAL did not engage in the remote learning. The Leadership team is now questioning whether our families can access English well enough to ensure they can support their children at home

**To achieve this objective we plan to:**

- Meet with our EAL families who did not engage and ask them for feedback as to why including was language a barrier
- Explicitly inviting EAL parents by telephone or face to face to school events and parents evenings to ensure they understand the event and ask if the school can do anything else to support
- update the LA induction pack to include questions linked to the parent level of English- can all our EAL parents READ English? If not what can we do differently to support clear communication, e.g investing in translator etc.

**Progress we are making towards this objective:**

## **9. Monitoring arrangements**

**The identified staff and Helen Crossfield will update the equality information we publish, described in sections 4-7 above, at least every year.**

This document will be reviewed by **identified staff and Helen Crossfield** at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Values