



Equality information and objectives

Approved by: Governors

Date: 31st March 2022

Next review due by: Sept 2024 document to be completely reviewed, impact considered and new objectives identified

This document was updated in Sept 2021 to show where we are in relation to the 5 identified objectives; this has been completed in green

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: To ensure that all our identified groups make at least expected progress: these groups are: SEND, Pupil Premium, EAL and Gender		
Why have we chosen this objective: We have a moral imperative to ensure that all our children regardless of their gender, race, English being an additional language (EAL), socio-economic background (PP) or SEN make at least expected progress from their starting points, to ensure they are ready for the next stage of their education. This can only be measured by the progress these children make and what this progress leads to in relation to their attainment.		
To achieve this objective we will	Action	Personnel and resources

<p><i>Monitor and analyse pupil progress and achievement within our identified groups: SEND, Pupil Premium, EAL, and gender and act upon any trends or patterns in this data to ensure additional support for pupils.</i></p> <p>Desired Outcome: <i>all groups have equality of opportunity and performance variations between groups are diminished</i></p>	<ul style="list-style-type: none"> ❖ Monitor the progress and analyse the data at 3 yearly data drops ❖ Focus Pupil Progress meetings on the SEND, EAL, Pupil Premium and any child not making expected progress (our target children) to ensure they remain high on everyone's agenda and their needs are being met appropriately both in class and through high quality interventions ❖ SENCO will monitor interventions at least half termly to review quality and impact of interventions and decide if any changes need to be made to support individuals make faster/more significant progress. EVERY intervention to start with initial assessment, identification of desired outcome and assessment after 6 weeks to show impact ❖ SENCO to identify any gaps in relation to interventions and identify appropriate training and staff to be part of training ❖ Have high aspirations for these children, including identifying children who could be supported to make rapid progress; this will be part of schools target setting as part of Performance Management ❖ Analyse the data to investigate differences between girls and boys in both ARE and GD- what are the barriers we are noticing? How can these be overcome? 	<p>All staff and SLT; analysis reported to governors via head report</p> <p>All teachers, SENCO and Headteacher</p> <p>SEND and Target groups Governors monitoring Visits</p> <p>SENDCO alongside staff leading interventions; SENDCO to report back to SLT on finding to ensure appropriate action can be taken in relation to SIP SEND and Target groups Governors monitoring Visits</p> <p>SENCO Budget for training Timetabling implications</p> <p>All teachers; performance management Line Managers (SLT)</p> <p>SLT and teaching staff SEND and Target groups Governors monitoring Visits</p>
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Progress we are making towards reaching this objective: End of academic Year 2020-21

This will continue to be an area of focus especially due to the impact of CV19. Data analysis has been shared with governors after each data drop and the Summer Terms data drop will be used to inform the Schools Improvement Plan.

At the start of the school year teachers led 'baseline' assessments to ensure all teaching staff were aware of starting points for all our children and interventions and support programmes were set up and led by teachers and TAs according to the expertise. Focus on 'reading first'. The CV19 catch up fund was used to employ a qualified teacher full time to lead interventions and catch up programmes across the school with the focus on our vulnerable/target groups.

From Sept 2021

→ This area continues to be the main priority of the School Improvement Plan and the school will continue to ensure data analysis, pupil progress meetings and interventions/ pre teaching etc is targeted to support our identified children and all groups make at least expected progress from their starting points. Alongside this the school will continue to identify children who can make rapid progress and raise the level of progress and attainment

<p>Objective 2: Implement the schools updated RSE Policy and further develop the JIGSAW programme across the school to support pupil understanding of diversity.</p>		
<p>Why we have chosen this objective: JIGSAW was introduced to the staff in Sept 2019 and the RSE Policy was finalised and ratified in September 2020, reflecting the updated guidance on RSE including themes of celebrating differences and positive relationships. The RSE leader led a student and parent voice survey and these views are being added into our planned provision.</p>		
<p>To achieve this objective we will</p>	<p>Action</p>	<p>Personnel and Resources</p>
<p>Work to embed Jigsaw and our RSE curriculum to ensure consistency of practice and language in these areas of learning and create opportunities that challenge children's thinking, allow children to explore differences in a safe environment, ask questions, be confident to challenge others views and opinions with empathy and become well informed.</p> <p>Desired Outcome: <i>Our children are confident to express their views and opinions while being empathetic to others. They are confident to challenge prejudice and know how to do so with respect. They are self confident and know how to express their emotions and can talk openly about relationships and their growing and developing selves.</i></p>	<ul style="list-style-type: none"> ❖ Continue to develop our PSHE and RSE 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 RSE and why we have chosen to do it in this way ❖ Revisit and reinforce our values of Trust and Respect, Health and Happiness and Opportunities for all to ensure our children know what these values look like in practise for themselves ❖ Keep parents as informed as possible to ensure they know what is being discussed in school and how they can support their children. 	<p>Jigsaw, RSE policy and relevant resources</p> <p>Assemblies and in class discussions</p> <p>RSE and PSHE Leader to lead on this</p>

Progress we are making towards reaching this objective: End of Academic Year 2020-21

- ★ All staff understand how to use JIGSAW and this is supporting consistent practice and language being used throughout the school
- ★ RSE Policy has been updated to include children's and parents voice consultation.
- ★ Pupil Voice ensured teachers knew what questions children wanted answers to and this supported planning and teaching.
- ★ The RSE policy in Sept 2020 was ratified by the governors and 'Changing me' was taught across the school in the Summer Term 2021 which focused on RSE.
- ★ Staff, led by the RSE leader, provided information to parents prior to each RSE lesson to support parents to know and understand what was to be taught the following week to allow them to speak to their children prior to and after the RSE lesson; this was facilitated due to the parent survey requesting this. Staff have all spoken about how effective the sequences of learning were and not one parent asked for their child to be removed from any of the sessions.
- ★ School Values of Trust and Respect and Health and Happiness have continued to be highlighted in assemblies throughout the year to promote acceptance and tolerance and emotional intelligence, in particular the impact of our actions can have on other emotional well being. After Lockdown the school experienced some incidents of lack of Respect in relation to how some children spoke to adults and their peers on returning to school. This behaviour was dealt with immediately through the Positive Behaviour Policy and conversations with the child/children and parents when needed. Children have been supported to understand how the way they speak to adults and others make others feel and to identify more appropriate ways to express frustration. Parents have been supportive in this process.

From Sept 2021:

- Continue to embed the teaching of PHSE through Jigsaw; new staff will be joining us in FSU and KS2 and PSHE/RSE Lead will need to ensure training and support is in place for them.
- PSHE/RSE to lead a Pupil Voice on Jigsaw to find out what the children feel about this programme. How is it supporting them in their development in this area, where are there potential gaps?
- PSHE/RSE to lead Pupil Voice on RSE "Changing me" unit in particular- what was the children's experience? How do they feel it helped them? What would like to know more about?
- When restrictions are lifted postponed Bring a Parent to Jigsaw session will be booked in to provide parents with the opportunity to understand this programme in more detail and ask questions
- Continue to use our School Values as a way of promoting equality, tolerance, empathy, emotional expression and celebration of difference and others success.

Objective 3: To promote an understanding of the wider community and their place within it

Why we have chosen this objective:

The school's community is not as culturally or racially diverse as that of Exeter and we want our children to develop a good knowledge and understanding of people who may look different to themselves and who may have different beliefs to themselves. It is also important that our children know what opportunities may be available to them both now and also in the future. We want our children to understand that risk taking and having aspirations can lead to success in different ways.

To achieve this objective we will

Invite people from different religions, backgrounds and families from the local and wider community to lead assemblies where children can ask questions and discover new things that widen their circle of experience. We consider which local organisations may be able to support us in this work e.g. pen pal system with children from a more diverse school such

Actions

- ❖ The Headteacher to write to parents and governors requesting volunteers to lead assemblies with the theme linked to our school value of Opportunity for All- Focus on taking risks to achieve success, overcoming diversity or working with diverse communities- links to our Learning Powers

Personnel and resources

Headteacher and Admin

<p>as St Sitwell's or from making links with an international school.</p> <p>Desired Outcome: <i>Our children have an understanding how Aspiration and taking risks can lead to opportunities and success. They will gain a sense of what may lie ahead for them and through this start to have their own aspirations and a better understanding of the importance of self motivation and how resilience and determination are key Learning Powers in achieving your goals. Through conversations with Leaders and others from different religions our children will have a better understanding of these beliefs and how they fit with their own.</i></p>	<ul style="list-style-type: none"> ❖ RE Leader to invite people from different religions to lead assemblies ❖ Headteacher to liaise with RELP to consider how further links between children can be promoted and set up accordingly ❖ Explore and set up links with international school such as in Dubai 	<p>RE Leader</p> <p>Headteacher and RELP and any relevant staff</p> <p>Class teachers</p>
<p>Progress we are making towards reaching this objective: End of Academic Year 2020-21</p> <p>Due to restrictions of CV19, the school has limited the number of visitors on site to mitigate risk. After the death of George Floyd and the Black Live Matter agenda being brought to the fore the PTA invested in a wide range of books, both fiction and nonfiction, celebrating diverse authors and life experiences. The Headteacher led a series of assemblies linked to this 'theme' to open dialogue and discussion in this area.</p> <p>From Sept 21</p> <ul style="list-style-type: none"> → above actions now to be taken and even if restrictions need to remain in place, assemblies will be facilitate using remote means → RELP has already started to plan what event may happen in 2021-22 		

<p>Objective 4: Curriculum planning - how is our planning supporting the understanding of diversity, including race, religion, cultural, gender and disability</p>		
<p>Why we have chosen this objective: The schools community is not as racially diverse as Exeter and we want our children to develop a good knowledge of racial diversity to promote tolerance and understanding</p>		
<p>To achieve this objective we will</p>	<p>Actions</p>	<p>Personnel and resources</p>
<p>To achieve this objective we will</p> <p>Make considered choices about what we teach including; the books we read to the children and the books children have access to and read themselves- do they reflect authors of different race, cultures and societies diversity including;</p> <ul style="list-style-type: none"> → picture books → sequences of learning linked to texts that promote diversity → Guided Reading books 	<ul style="list-style-type: none"> ❖ The schools new library to actively promote and celebrate diversity ❖ Phase groups to ensure their planning promotes diversity and inclusion in the texts they use, including those chosen for guided reading; this to be monitored through English and guided reading planning scrutiny ❖ Phase groups to ensure their planning promotes diversity and inclusion and challenges stereotypes 	<p>Library supported by PTA</p> <p>English Leader and SLT and Core Curriculum Governor</p> <p>All Subject Leaders, SLT and Wider</p>

<p>Our wider curriculum planning will include opportunities that promote diversity including gender equality. The people we study such as artists and the resources we use will reflect the whole of our wider diverse society. Our school trips will include places of cultural significance</p> <p>Desired Outcome: Our children know and enjoy a wide range of books and will be able to talk about a diverse range of authors, artists, and influential figures, both historical and present day.</p>	<p>within all areas of the curriculum- this will be monitored through planning scrutiny and evidence such as book looks and displays.</p> <ul style="list-style-type: none"> ❖ Phase groups to plan for trips to places of cultural significance 	<p>Curriculum Governors</p> <p>Phase groups</p>
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Progress we are making towards reaching this objective: End of Academic Year 2020-21

Planning for Sept 2021 is being completed and phase groups are considering these factors

The new library is in the process of being finalised in the planning by the designers and the school is awaiting a date of then this will start

From Sept 2021

→ **This is an area of focus and will be included in monitoring as stipulated above**

<p>Objective 5: Develop stronger links with our EAL families to find out best ways of communicating with them to share information</p>		
<p>Why we have chosen this objective:</p> <p>The school has a growing number of EAL children and families and data analysis related to remote learning in the first Lockdown showed that some families with EAL had limited engagement with the remote learning offered. The Leadership team questioned whether some of our families could access English well enough to enable them to support their child/children at home during remote learning and this lead to questions re access to other home learning opportunities</p>		
<p>To achieve this objective we will</p>	<p>Actions</p>	<p>Personnel and Resources</p>
<p>Improve provision for our children whom English is an additional language and be proactive in building closer relationships with the parents</p> <p>Desired Outcome: <i>Parents of our EAL children feel supported, feel an integral part of our school community and are able to support their children at home.</i></p>	<ul style="list-style-type: none"> ❖ Meet with our EAL families to talk to them about their experience of remote learning and the barriers EAL may have posed to their engagement in this. What might help next time? ❖ Teacher to explicitly inviting EAL parents by telephone or face to face at drop off or pick up to school events including parents evenings to ensure they understand the event, when it is happening and to ask if the school can do anything else to support such as providing an interpreter 	<p>Teachers, Parents and Leadership team</p> <p>Class teachers and admin team</p>

	<p>❖ update the Little Acorns 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 and/or a translation tool for all newsletters etc</p>	<p>FSU and admin team</p>
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Progress we are making towards reaching this objective: End of Academic Year 2020-21

★ School spoke with parents of EAL children who had had limited interaction with remote learning offered in Lockdown 1. These conversations have resulted in the school having a better understanding of the needs of these families:

- parents and children do not speak any English at home and this can be a barrier to reading practise
- Parents do not read English and so cannot access any of the schools' written instructions to aid them in supporting their child during remote learning or for some homework activities.
- Some parents spoke about older siblings being able to support younger siblings and the impact this has on their own school work during remote learning
- Parents have shared that they cannot read the school newsletters and so they can miss information such as clubs etc.

In light of these conversations the Leadership team made the decision to ensure EAL children were seen as one of our 'target groups/vulnerable groups and so raise their profile across the school.

In the Lockdown 2 (Jan 2021) identified EAL children were immediately invited to be part of our in school provision to ensure that they could access all learning during this time with a special focus on 'reading first'. All EAL children invited to be part of provision took up their place and this led to a more limited drop back in progress, including more limited drop back in spoken English; something the school had noted in our youngest EAL children when returning from the first Lockdown. The monitoring of attendance for our children in school as well as working on line was robust and non attendance in school was followed up immediately by the Admin Team, teachers and Leadership Team as needed leading to good attendance in school during this time. These attendance measures have and will continue to be in place. Remote Learning from Jan 2021 included more face to face contact via Google Classroom, including whole class and small group work and pre recorded sessions allowed parents to see 'how' certain aspects were being taught and parents said this helped them to gain a greater understanding of how they could support their children; they could see what the teacher was doing. Teachers have been more proactive in contacting identified families to set up face to face meetings either in school or via remote platforms and this has ensured good attendance at parents meetings and also given space for parents and teachers to talk through their child's written reports. Interpreters for parents with hearing impairment continued to be in place throughout the academic year as and when needed.

From Sept 2021:

- **Admin team have investigated translation services/ programmes for newsletters etc; this now needs to be acted on**
- **Teachers to continue to contact identified parents via phone or face to face to share messages and continue to develop closer relationships with these families**
- **Robust attendance system to remain in place to ensure identified EAL children are in school as much as possible**
- **EAL children will continue to be one of our 'target groups' with teachers and Leadership Team closely monitoring their progress and attainment**

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

UNDER REVIEW