



Equality information and objectives

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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 equality link governor is Rebecca Farrell-Southin. She will:

- Meet with the designated member of staff for equality x3 per year 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

The designated member of staff for equality is Sue Stockley. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor x3 per year 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.

New staff receive training on the Equality Act as part of their induction. Refresher training will be available for all staff once per year.

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, EAL pupils)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling HI pupils to access the curriculum)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be fully included in all school 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. improvements in attendance)
- 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, Teamwork, Respect, Perseverance and Honesty throughout the school as our whole school values.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and SRE, 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 identifying relevant issues.
- Working with our local community. This includes 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. Where possible, 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:

- Complies with non-discrimination provisions
- Is accessible to all pupils by making reasonable adjustments, including those with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on risk assessments when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives

Objective 1: *All children identified as SEN Support or EHCP will continue to access curriculum activities and make progress at their level of learning.*

Why we have chosen this objective: Significant increase in identified SEN Support / EHCP children.

To achieve this objective, we plan to:

- Offer staff training in line with the new Mainstream Core Standards.
- Adopt whole school initiatives as outlined in the new Mainstream Core Standards.
- Link class provision maps to the new Mainstream Core Standards, Section 1.
- Link personalised plans to the new Mainstream Core Standards, Section 2.
- Consider the use of ICT to support teaching and learning strategies.

Objective 2: *Raise the profile of deaf awareness across the school, ensuring a whole school approach and incorporating different teaching and learning styles that support the full range of HI.*

Why we have chosen this objective: Significant increase in numbers of deaf pupils accessing the SRP and mainstream provision.

To achieve this objective, we plan to:

- Continue to offer deaf awareness training to all staff.
- Offer BSL Level 1 training, leading to a qualification, to upskill identified members of staff.
- Work jointly with other agencies eg Speech & Language, to ensure that our children access the highest quality of provision.
- Ensure staffing is in line with NDCS recommendations.
- Ensure deaf children are fully included within their mainstream classes where possible.
- Consider whole school initiatives to raise awareness of our deaf culture within school.

Objective 3: *Celebrate the range of different languages and cultures within the school.*

Why we have chosen this objective: Our EAL children are fully included within the school, but we should continue to give them opportunities to celebrate and share their sense of identity.

To achieve this objective, we plan to:

- Consider the role of Language Ambassadors within the school.
- Ensure that displays continue to celebrate the range of different languages and cultures.
- Provide information sessions for our EAL parents, ensuring opportunities for questions and answers.
- Ensure support is in place to access school information eg newsletters, homework.
- Acknowledge different festivals and celebrations within school.

9. Monitoring arrangements

We will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by the Governing Body.

10. Links with other policies / documents

This document links to the following policies:

- Risk assessment
- Equality Objectives

S. Stockley

Sep-21

Equality Objectives 2021 – 2025



The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives every four years. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1:

All children identified as SEN Support or EHCP will continue to access curriculum activities and make progress at their level of learning.

Why we have chosen this objective:

Significant increase in identified SEN Support / EHCP children.

To achieve this objective, we plan to:

- Offer staff training in line with the new Mainstream Core Standards.
- Adopt whole school initiatives as outlined in the new Mainstream Core Standards.
- Link class provision maps to the new Mainstream Core Standards, Section 1.
- Link personalised plans to the new Mainstream Core Standards, Section 2.
- Consider the use of ICT to support teaching and learning strategies

Equality Objective 2:

Raise the profile of deaf awareness across the school, ensuring a whole school approach and incorporating different teaching and learning styles that support the full range of HI.

Why we have chosen this objective:

Significant increase in numbers of deaf pupils accessing the SRP and mainstream provision.

To achieve this objective, we plan to:

- Continue to offer deaf awareness training to all staff.
- Offer BSL Level 1 training, leading to a qualification, to upskill identified members of staff.
- Work jointly with other agencies eg Speech & Language, to ensure that our children access the highest quality of provision.
- Ensure staffing is in line with NDCS recommendations.
- Ensure deaf children are fully included within their mainstream classes where possible.
- Consider whole school initiatives to raise awareness of our deaf culture within school.

Equality Objective 3:

Celebrate the range of different languages and cultures within the school.

Why we have chosen this objective:

Our EAL children are fully included within the school, but we should continue to give them opportunities to celebrate and share their sense of identity.

To achieve this objective, we plan to:

- **Consider the role of Language Ambassadors within the school.**
- **Ensure that displays continue to celebrate the range of different languages and cultures.**
- **Provide information sessions for our EAL parents, ensuring opportunities for questions and answers.**
- **Ensure support is in place to access school information eg newsletters, homework.**
- **Acknowledge different festivals and celebrations within school.**