

# Equality information and objectives policy

## High Ham C of E Primary School



This policy has been written to reflect the school mission statement

**“Discovering, Learning, Believing Together”**

Approved by:	Chris Palmer	Date: January 2024
Last reviewed on:	January 2024	
Next review due by:	January 2028	

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our core values of Thankfulness, Friendship, Hope, Joy, Courage and Creativity.

### 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sally Roy. They will:

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- › 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 among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of the new academic year refresher training. This includes revisiting the equality policy and checking for understanding.

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 that are connected to a particular characteristic they have
- › 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 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 attainment data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Analyse 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. 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. Weekly No Outsiders assemblies to promote inclusion and offer wider opportunities for discussion
- 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 that involve 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

## 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:

- 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 promote understanding and respect of differences through the No Outsiders scheme, providing pupils with opportunities for meaningful discussion and the tools to be able to challenge discrimination**

**Why we have chosen this objective:** We want to ensure that all our pupils are prepared for living life in Modern Britain

**To achieve this objective, we plan to:** Deliver weekly No outsider assemblies; focus lessons once a half term that challenge pupil's thinking around a range of topics; increase understanding of the equalities act across the school

**Progress we are making towards this objective:** No Outsiders training has taken place and the scheme is being implemented. Parent meetings held to inform them of the No Outsiders approach

### Objective 2

To monitor and analyse pupil achievement by race, gender, socio-economic background, Special Educational Needs and Disabilities (SEND), reporting this to the governors and acting upon trends to ensure quick and effective support is put into place

**Why we have chosen this objective:** To ensure that pupils from different groups (listed above) are not being disadvantaged in any way by our provision

**To achieve this objective, we plan to:** Prepare regular reports for the governing body highlighting trends and analysing reasons for these trends or patterns. Review with staff and governors relevant information and monitor actions put in place to address these

**Progress we are making towards this objective:** Senior leaders discuss trends and patterns with class teachers; subject leaders ensure that the teaching in their subject allows for all to achieve

### Objective 3

**Train all members of staff and governors on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.**

**Why we have chosen this objective:** Training in this area has not formed part of a regular cycle of training

**To achieve this objective, we plan to:** Source online training and deliver this to all staff and governors; review effectiveness of the training through course evaluations; ensure equal opportunities is a focus on governor and staff meeting agendas

**Progress we are making towards this objective:** Training courses have been identified and timetabled

### Objective 4

**To review the Behaviour Policy to ensure that it considers the needs of all and is based on a relationship model**

**Why we have chosen this objective:** To move the Behaviour Policy to be inline with the school ethos

**To achieve this objective, we plan to:** Attend training on 'When the adults change – everything changes'; visit local schools with a relationship-based behaviour model; re-write policy and consult with parents, governors, staff and pupils

**Progress we are making towards this objective:** Training course has been attended; staff training and discussion meetings held; draft policy written for sharing with all stakeholders; survey for responses written

## 9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year and this will be reviewed by equality link governor.

This document will be reviewed by governing board and the headteacher at least every 4 years.

This document will be approved by governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN policy
- Behaviour Policy