

Whitgreave Primary School

Equality Information and Objectives



Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Roles and responsibilities	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives.....	5
9. Monitoring arrangements.....	6
10. Links with other policies	6

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. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our vision and aims.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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 Head Teacher.

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

The Senior Leadership Team will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Head Teacher 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.

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:

- Analyse 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 relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, 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 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 Pupil Voice 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:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

When planning school activities, the school actively considers equality duties and asks relevant questions. This is recorded in the Risk Assessment when planning school trips and activities.

8. Equality Objectives

Objective 1

To continue to ensure that all children are in a position to fulfil to their full potential.

Implementation:

- Ensure the needs of children regardless of ability, disability, gender, sexuality, ethnicity, culture or social background are recognised and supported as far as possible.
- Attainment data termly identifies any groups of children causing concern and actions/provision put in place.

Impact:

- No child feels discriminated in any form and has equal access to the curriculum and any opportunities in school to achieve.

Objective 2

To continue to provide a range of extended school clubs, enabling as many children as possible to have access, including SEND and disadvantaged children.

Implementation:

- Staff leading clubs ensure it is accessible to any child and make considerations to ensure there is equal opportunity to take part, particularly in activities representing school.

Impact:

- Raises the overall self-esteem of the children and improves the physical and mental health of the participating children.
- Disadvantaged children have access to activities that they may normally not have access to.
- All children feel valued and proud of their contributions to school and community.

Objective 3

To strengthen pupils' knowledge and understanding of the protected characteristics so that they consistently demonstrate respect for others and are well prepared for life in modern Britain.

Implementation:

- Protected characteristics are cross-referenced within relevant PD sessions.
- Celebrate key awareness days and events throughout the year.
- Include discussions about fairness, equality and inclusion in lessons.
- Assemblies will regularly promote and revisit the protected characteristics.

Impact:

- Pupil surveys show that that pupils can explain key protected characteristics in an age-appropriate way.

- Learning walks, book scrutiny and pupil voice demonstrate regular opportunities to explore equality and diversity.
- Pupils can discuss how protected characteristics relate to fairness, inclusion and respect.
- Incidents involving discriminatory language or behaviour remain low and are addressed effectively.

9. Monitoring Arrangements

The Head Teacher will update the equality information we publish at least every year.

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

This document will be approved by the Head Teacher and the Governing Board.

10. Links with other Policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Behaviour Policy
- SEND policy