

## **Equality Information and Objectives Policy**

### **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

### **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.

### **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
- 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 will:

- Meet with the designated member of staff for equality every 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

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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every [frequency] to raise and discuss any issues (delete if not applicable)
- 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.

### **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. 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.

### **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 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

### **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
- 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

## 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

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

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 will:

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

## Equality objectives

### Objective 1

***To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children, pupils with English as an additional language and pupils from different heritage groups.***

Why we have chosen this objective:

The performance gaps between different groups of children are inconsistent and too wide in some areas. We need to improve the attainment and progress of some groups of children across school. Some groups of children have also been adversely affected by the effects of the pandemic.

To achieve this objective we plan to:

- Analyse data regularly
- Track the progress of different groups of children regularly
- Discuss the different groups of children at regular pupil progress meetings
- Identify children in need of additional intervention and put these in place
- Identify children with well-being needs and put intervention in place
- Use catch up funding and tuition funding to support closing the gap with identified groups.

Progress we are making towards this objective:

- Disadvantaged, SEND, LAC and EAL children identified as groups within our data tracking systems
- Intervention and catch up program in place across school

## **Objective 2**

***To improve the attendance of identified groups of children across school and within year groups. Attendance is also still being affected by the pandemic***

Why we have chosen this objective:

Analysis shows that certain groups have lower attendance than others and in particular some children with EHC plans and some PP children.

To achieve this objective we plan to:

- Have a dedicated member of staff to focus on this and who will work closely with the Bury EWO service.
- Monitor attendance closely
- Hold meetings with parents where attendance is low
- Pastoral team and SENCo to support families where attendance is low or erratic.
- Celebrate good attendance and improving attendance in different ways.
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Progress we are making towards this objective:

- Office staff up skilled with regards to attendance and conducting meetings
- Regular monitoring in place
- Pastoral team fully involved in this process in supporting families
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## **Objective 3**

***To ensure that our curriculum offer fully represents our school community.***

Why we have chosen this objective:

Our school community is becoming increasingly diverse and we need to ensure that we are celebrating all children's cultures and heritage and in light of developing a new curriculum that is representative of all our children, their backgrounds and local community.

To achieve this objective we plan to:

- To monitor curriculum development to ensure that it is representative of our community
- Check curriculum planning to ensure the balance is correct
- Ensure that we provide opportunities for recognising different religious celebrations across school and in light of the introduction of the new agreed syllabus
- To ensure that all children have full access to all areas of the curriculum and including visits and trips for those with complex needs

Progress we are making towards this objective:

- Subject leaders monitoring planning to ensure that it is representative of our community and the community at large
- All children attend all visits and are given access to all areas of school life

## **Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the equality lead governor and headteacher at least every 4 years.

This document will be approved by the equality lead governor.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan

Written: March 2022

To be reviewed: March 2023