

Equality Information & Objectives Statement

Equality and Diversity objectives 2020 -2024

Name of Responsible Manager / Head teacher:	Ms Rebecca Willmouth
Policy Owner:	Mrs T Lund
Date of Policy Approval by Governing Body:	In conjunction with Equal Opportunities Policy
Date of last Policy Review:	January 2021
Date of next Policy Review:	November 2024

1. Public Sector Equality Duty Statement

At Castle Hill Primary School, we have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

To make this commitment real, we aim to develop policies and practices based on the particular needs of our school and its community.

We aim to:

- ✓ ensure that pupils have the opportunity to reach their potential in all areas of school life
- ✓ ensure that parents and pupils can make choices free from prejudice and stereotyping
- ✓ oppose any form of racism, sexism or any other form of discrimination;
- ✓ value every pupil's language and cultural background
- ✓ promote respect between cultures
- ✓ always ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through Student Senate
- ✓ actively make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity,

national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; their religion or beliefs; their sexual identity and orientation.

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, 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 head teacher

The Full Governing Body is our equality link. 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 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

The designated member of staff, our Inclusions Lead Mrs Lund for equality will:

- Support the head teacher and deputy in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Update the Full Governing Body equality link every **term** to raise and discuss any issues
- 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school's Senior Leadership Team monitor equality issues, and matters are discussed at the Full Governing Body meetings.

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 are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- 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, 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

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

8. Equality Objectives

Equality objective 1:

To improve the outcomes for disadvantaged children (especially those who also have SEND) so that the gap between this group and non-disadvantaged children reduces and is ultimately closed.

To achieve this objective we plan to:

- Ensure this target is a focus target in the whole school SDP
- Performance Management targets for staff are directly linked to the outcomes of disadvantaged children
- SENDco, Pupil Premium Leads/SMT regularly monitor the progress and attainment of this group of children so that timely and relevant action can be taken as a result
- Ensure funding for disadvantaged children is focussed on facilitating better outcomes

Equality objective 2:

To monitor the attendance and lateness of the SEND and disadvantaged pupil groups.

To achieve this objective we plan to:

- Track attendance half termly and print out reports half termly
- Attend attendance briefings
- Brief admin teams with regards to SIMS
- Ensure pupils and parents are aware of the importance of attendance as a life skill and the national statistics behind them
- Remind parents about attendance and punctuality through newsletters, texts and letters
- Utilise our Home School Link Worker to support parents with attendance

Equality objective 3:

To continue to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

To achieve this objective we plan to:

- Links to High Performance Learning and Values, Attitudes and Attributes to be developed in assemblies and classroom practise
- Continue the cross-curriculum links to the PSHE curriculum
- Continue to create opportunities to experience different cultures and beliefs
- Evidence SMSC across both sites

9. Monitoring Arrangements

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

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

This document will be approved by Full Governing Body team.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equal Opportunities
- Anti-Bullying