

Equality Information & Objectives



Chisenhale
Primary School

Confidence • Curiosity • Kindness

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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

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. Our Commitment

We welcome our duties under the Equality Act 2010 and we commit ourselves to work throughout the whole school community to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We also recognise that there are other factors, such as socio-economics, that we as a school must be aware of in order to ensure that no individual, or group of pupils, is unfairly discriminated against, whether or not they are protected by the Equality Act 2010. For example, it would be wrong to set

homework that required internet access unless all pupils have internet access out of school, or suitable provision is made in school so that all pupils have an equal opportunity to complete the required work.

We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people and promotes community cohesion.

We believe:

- that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit Chisenhale Primary School.
- in creating an atmosphere where each member of the school community feels equally valued and secure and has equal access to the opportunities that the schools provide.
- that all pupils should be helped to develop a confident sense of personal and cultural identity, which is receptive and respectful towards others.
- that every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

4. 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 policy 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 Jenny Lowe. They will:

- Meet with the designated member of staff for equality at least annually 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
- Meet with the equality link governor every at least annually to raise and discuss any issues
- Identify 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.

5. 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, and all staff receive refresher training annually.

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.

6. 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 (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 attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish information about any initiatives or policies within the school designed to promote equality for particular groups

7. 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

8. 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

9. Equality objectives

Objective 1:

To narrow any gaps in attainment and progress that have arisen between groups of pupils within the school's community by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress or better.

Why we have chosen this objective:

To ensure that we are proactive in our efforts to narrow the attainment gap and to include children with protected characteristics in this monitoring.

To achieve this objective, we plan to:

- Monitor children's progress termly in English and maths.
- Analyse progress of groups across the school, gender, ethnicity, FSM, summer born, mobility and EAL, and provide support where appropriate.
- Act on any trends or patterns in the data that require additional support for pupils
- Analysis of end of year results for EYFS, KS1 and KS2.
- Be proactive in the support we offer families to engage with appropriate services and agencies so they receive focused early help

Objective 2:

To ensure equality of opportunity permeates the whole curriculum, with the school's core aims of 'learning together for a better future' and 'respectful citizens in a world of possibilities' at the heart of our activities. Ensuring the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school

Why we have chosen this objective:

Continue to promote tolerance, acceptance, celebration of differences, friendship and understanding through different aspects of the curriculum.

To achieve this objective, we plan to:

- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- encourage children from all characteristics including socio economic factors to take part in enrichment activities

Objective 3:

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective:

To ensure we continue to be proactive in offering a broad range of activities and ensuring they are accessible to everyone in our school community

To achieve this objective, we plan to:

- Monitor participation in extra-curricular activities, and use this information to identify barriers to access
- Purchase appropriate resources and supports to include all children with all aspects of school life including physical equipment to support those with physical barriers
- Train staff in equality and inclusion practice
- Provide access arrangements for parents whose first languages is not English, wherever possible

10. Monitoring and evaluation of the objectives

At Chisenhale Primary School we make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different groups, including each of the protected characteristics, to ensure that all groups of pupils are making the best possible progress.

If the data demonstrates that pupils with a particular protected characteristic are under performing, the new positive action provisions within the Equality Act 2010 do allow the school to target measures that are designed to alleviate disadvantages experienced by that particular group of pupils.

Therefore, we use this information to adjust future teaching and learning plans, as necessary. Resources are also available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body will receive regular updates on pupil performance information.

The school's performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school which will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

We will monitor the use of the playground and ensure that there is equality of opportunity in relation to its use.

We will monitor the children who are using our extended services and ensure that all children have equal opportunity to take advantage of these services.

11. Monitoring of this document

The headteacher will update the equality information we publish, described in sections 5 to 8 above, at least every year.

This document will be reviewed by headteacher at least every 4 years.

This document will be approved by governing board.

12. Links with other policies

This policy is developed within, and supported by the broader framework of all our school's policies, particularly those concerned with:

- Pupils' progress, attainment and assessment
- The content of the curriculum
- Behaviour, discipline and exclusions
- Inclusion (Special Educational Needs; English as an Additional Language)
- Teaching and learning
- Admissions and attendance
- Staff Recruitment and Professional Development
- Health and Safety
- Disciplinary Procedures and Code of Conduct
- Complaints Policy
- Safeguarding Policy
- Accessibility plan
- Risk assessment