**Equality information and objectives**

**Sinai Jewish Primary School**

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| **Approved by:** | Staffing & Pay Committee | **Date:** March 2022 |
| **Last reviewed on:** | March 2022 (information – must be reviewed annually) | |
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# 1. 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

# 2. Legislation and guidance

This document meets the requirements under the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the public sector equality duty and protects people from discrimination

* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), 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.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

# 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 headteacher

The equality link governor 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 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 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 at the beginning of every academic year.

The school’s designated member of staff for monitoring equality issues, and an equality link governor will 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)
* Taking steps to meet the particular needs of people who have a particular characteristic
* 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

# 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, PSHE (personal, social, health and economic education) and RSE, but also activities within 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 partnering with other faith schools to encourage pupils to learn about other faiths, 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:

* Is accessible to pupils with disabilities
* Has equivalent facilities for all

The school keeps a written record (known as an Equality Impact Assessment see appendix 1) 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 improve knowledge, skills and attitudes of pupils to enable them to appreciate and value difference and diversity.

***Objective 2:*** To improve knowledge and skills of all stakeholders to enable them to identify and tackle difference and diversity.

***Objective 3: T***o ensure changes to the curriculum are well considered to ensure good outcomes for identified under achieving groups.

(see appendix 1)

# 9. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish, at least every year.

This document will be reviewed by staffing and pay committee at least every 4 years.

This document will be approved by the Governing Body.

# 10. Links with other policies

This document links to the following policies:

* SEND and Inclusion
* RSE policy
* Safeguarding policy
* Behavior policy
* Accessibility plan
* Risk assessment

**Appendix 1**

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| **Objective** | Why we have chosen this objective: | To achieve this objective we plan to: | Progress we are making towards this objective: |
| **To improve knowledge, skills and attitudes of pupils to enable them to appreciate and value difference and diversity.** | To provide opportunity for pupils to broaden their experiences about the world around them.  To know who to talk to and how they can help.  To ensure all children have their own sense of identity and strong values to support their transition to their next stage of learning.  To feel confident in their own self to tackle inequality. | * Explicit teaching within PSHE and RSE curriculum * Develop JS curriculum around middot to to celebrate difference and diversity within our own and wider communities. * To increase opportunities across the curriculum for example through book choices, authors, key scientists, music and visitors, assemblies. |  |
| **To improve knowledge and skills of all stakeholders to enable them to identify and tackle difference and diversity.** | Children have the right to be taught in an environment without prejudice.  All teachers to have the skills and confidence to teach about equality. | * Develop CPD for all staff * Increase parent workshops on RSE and equality |  |
| **To ensure changes to the curriculum are well considered to ensure good outcomes for identified under achieving groups.**  To narrow the gap between girls and boys in maths by 6% by Spring 23.  To narrow the gap between boys and girls in writing by 5% by Spring 23. | Data shows gender gap between girls and boys in maths and boys and girls in writing. | * Analyse IDL for English and maths to assess impact * Look into Ready to progress as a maths intervention for identified children * Research and establish writing intervention groups * School led tutoring, analyse data and impact * Quality first teaching, targeted questioning, feedback and marking * To remove barriers to learning such as behaviour, social and emotional wellbeing (zones of regulation, therapy, develop wellbeing action plan) |  |