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Equality Objectives



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Equality Objectives

Equality Impact Assessment

This policy has been equality impact assessed and we believe it to be in line with the Equality Act 2010. It does not have an adverse effect on any of the protected characteristics.

At Streethay we are ambitious about inclusion and go much further than our statutory duty. When writing and developing policies we review our plans against our inclusion goal below.

'Every person in our community at Streethay should feel safe, supported, celebrated, valued, and feel like they belong.'

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](#), 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. 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 staff briefings and meetings. New staff receive training on the Equality Act as part of their induction.

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4. 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 prayer 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 activities)
- 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

5. 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 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

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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.

6. 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

For example specific considerations relating equality duties are considered at the same time as the risk assessment when planning school trips and activities.

7. Equality objectives

Objective 1: To develop a culture of high expectations relating to equality.

Why we have chosen this objective: It is important as we grow and develop as a school that we are aiming high regarding equality. We want equality to permeate through our school curriculum and our wider school community.

To achieve this objective, we plan to: Train staff on their responsibilities relating to equality. Ensure there is a nominated staff member and Academy Councilor responsible for quality assuring our equality policy. Display an equality statement on our school staffroom notice board and include equality updates and refreshers in our weekly briefing meetings.

Objective 2: To ensure all school policies and procedures include a statement of consideration related to equality.

Why we have chosen this objective: This objective feeds into a wider Shaw Education Trust objective. We are a new school, as we develop policy it will be important to start as we mean to go on and ensure all functions of school pay due regard to equality.

To achieve this objective we plan to: Work with our identified Academy Councilor and staff member to ensure each new policy includes a statement relating to equality. The provision of equality in our policy and procedures and progress towards these objectives will be reviewed.

Objective 3: To provide a range of enrichment opportunities for children to learn about those different to themselves.

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Why we have chosen this objective: We want our children to be prepared for life in modern Britain. We want them to have the knowledge, skills and traits to be successful and active members of their society.

To achieve this objective we plan to: Develop a calendar of trips, visits and assemblies related to religious beliefs and cultural differences, this will enrich our Religious Education provision and provide opportunities for children to connect with those different from themselves. Become part of the 'connecting classrooms' project where learners communicate, develop and establish relationships with children at a school within a different area. Establish and embed Philosophy for Children curriculum, this will encourage critical thinking and will enable children to appreciate different perspectives.

8. Roles and responsibilities

The governing board:

Ensuring the school complies with the legislation and that the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored. Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving these equality objectives.

The Headteacher:

As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teachers:

Help in delivering the right outcomes for the pupils. Uphold the commitment made to pupils and parents/carers on how they can expect to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice-related incidents.

Support staff:

Support the school and governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice-related incidents.

Parents:

Take an active part in identifying barriers for the school community and in informing the Headteacher of actions that can be taken to eradicate them. Take an active role in

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supporting and challenging the school to achieve the commitment given to the school community and achieving equality of opportunity for all.

Children:

Supporting the school to achieve commitment made to tackle inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

9. Monitoring arrangements

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

It is anticipated that this policy and the set out objectives will be reviewed and updated by July 2020, once our Academy Council is established.

This document will be reviewed by the headteacher in collaboration with the Academy Council at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

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