

# **Thrunscoe Primary and Nursery Academy**

## **Equality Information and Objectives Policy**



<b>Approved by:</b>	Governing Body
<b>Last reviewed on:</b>	December 2024
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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

Our school aims to promote respect for difference and diversity in accordance with our values, which are;

- **S** - Skills and knowledge - so they can succeed academically and lead a successful and productive life.
- **H** - Honesty and openness - so they can build positive well-being and lead a happy and safe life.
- **I** - Initiative - so they become motivated, proud, problem solvers with a desire to do their very best at all times.
- **N** - Never give up attitude and bounce back ability - so they can learn from mistakes / difficulties, move forwards positively and flourish in an ever-changing world.
- **E** - Empathy and compassion - so they can build understanding of others' opinions and needs in order to develop healthy and supportive relationships.

### 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](#).

This document also complies with our funding agreement and articles of association.

### 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
- 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils, supported by input from SENCO, personal development and wider opportunity leads.
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs and source training as necessary, supported by the well-being lead.
- Report back to staff and governors regarding any issues linked to equality / diversity objectives

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.

The academy eliminates discrimination by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, EAL, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the Academy's accessibility plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

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 Autumn term on an annual basis through National College.

### 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 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:

- Publish 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
- 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, 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

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 completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives for the period 2023 - 2027

### Objective 1

#### To raise attainment in maths for girls and writing for boys by the end of KS2

Why we have chosen this objective:

- Although TPNA girls outperform National girls in Maths annually, their performance against TPNA boys was lower at the end of 2022 (18% lower). When considering TPNA girls vs TPNA boys performance over a three year period (2019-2022) boys outperformed girls by 7%.
- Although TPNA boys outperform National boys in Writing annually, their performance against TPNA girls is lower. When considering TPNA boys vs TPNA girls performance over a three year period (2019-2022) girls outperformed boys by 10%.

To achieve this objective we plan to:

- Access to small group tutoring for identified pupils in Maths and Reading (to support writing)
- Re-design of the writing curriculum to ensure yearly revisits and progression in specific writing genres that are pertinent to the working world (writing for purpose).

Progress we are currently making towards this objective:

- TPNA girls 3 year average (2022-2024) for age related outcomes in Maths is 76.2% and boys is 79.3% so the gap is closing.
- TPNA boys 3 year average (2022-2024) for age related outcomes in Writing is 73.7% and girls is 79.9% so the gap is closing.

### Objective 2

#### For increasing numbers of pupils to access at least 1 extra-curricular club each academic year.

Why we have chosen this objective:

- Pupil survey 2022 – 41% pupils stated that the Academy do not provide sufficient extra-curricular provision. We wish to change this perception and increase pupil participation in clubs.

To achieve this objective we plan to:

- Use of sports premium to procure coaching services so that an after school club is provided for each phase within the academy each week of the academic year;
- Collaborate with student council to find their SPINS (specific interests)
- Strategic overview of staff providing 2 x 6 week block clubs during the course of an academic year (before / during / after school)

Progress we are making towards this objective:

The number of pupils accessing at least one club for six weeks has improved.

- 86% of KS1 pupils have accessed at least one club
- 75% of LKS2 pupils have accessed at least one club
- 68% of UKS2 pupils have accessed at least one club

### Objective 3

#### To improve the outcomes at the end of KS2 in reading, writing and maths for our SEND pupils – when compared to national figures

Why we have chosen this objective:

- To ensure that TPNA SEND pupils outperform national SEND counterparts in R/W/M by end of KS2

To achieve this objective we plan to:

- Effective assessment and monitoring of SEND pupils against pupil passports and based on Question level analysis of summative tests.
- Robust and regular interventions for SEND pupils and borderline pupils through TA support.
- Pooling TAs in KS2 to deliver interventions
- SEND TA in post with specific focus on EHCP targets and SEMH needs

Progress we are making towards this objective:

- Highly successful SEND audit by external provider, procured by the LA under Best Value Agenda (96% approval rating);
- Positive SEND performance 2024 end of KS2:

#### **RWM combined:**

- ALL SEND - TPNA ARE+ **(42%)**, National ARE+ **(21%)**
- EHCP - TPNA ARE+ **(50%)**, National ARE+ **(9%)**
- SEN support – TPNA ARE+ **(40%)**, National ARE+ **(26%)**

***Analysis:** TPNA SEND outperform National SEND pupils RWM combined expected level.*

#### **Reading:**

- ALL SEND - TPNA ARE+ **(50%)**, National ARE+ **(41%)**
- EHCP - TPNA ARE+ **(50%)**, National ARE+ **(19%)**
- SEN support – TPNA ARE+ **(50%)**, National ARE+ **(48%)**

***Analysis:** TPNA SEND pupils outperform National SEND pupils Reading expected level.*

#### **Writing:**

- ALL SEND - TPNA ARE+ **(42%)**, National ARE+ **(30%)**
- EHCP - TPNA ARE+ **(50%)**, National ARE+ **(12%)**
- SEN support – TPNA ARE+ **(40%)**, National ARE+ **(36%)**

***Analysis:** TPNA SEND pupils outperform National SEND pupils Writing expected level*

#### **Maths:**

- ALL SEND - TPNA ARE+ **(42%)**, National ARE+ **(37%)**
- EHCP - TPNA ARE+ **(50%)**, National ARE+ **(17%)**
- SEN support – TPNA ARE+ **(40%)**, National ARE+ **(44%)**

***Analysis:** TPNA SEND pupils broadly in line with National SEND pupils Maths expected level*

### **9. Monitoring arrangements**

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

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

This document will be approved by the governing board.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility Policy & Plan
- Risk Assessment Policy
- Emotional Health and Well-Being Policy
- Safeguarding Policy
- Anti Bullying Policy

- Behaviour Policy
- SEND Policy
- PSHE & RSE Policy
- Suspension and Permanent Exclusion Policy and Arrangements
- Uniform Policy
- Supporting Pupils with Medical conditions Policy
- Admissions Policies
- After school club Policy
- Attendance Policy