



## Equality Information and Objectives

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### 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

### 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](#).

### 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 Link Governor will:

- Meet with the designated member of staff for equality throughout the year, 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
- To attend equality courses (where offered by local council) and to disseminate information where relevant with other governors

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

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver the curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will publish this policy on our website to enable them to do this.

## **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 every September through INSET or twilights. Staff joining mid-year will receive this information as part of the induction process.

- The Head teacher, as the designated member of staff for monitoring equality issues will regularly liaise with the link governor regarding any issues and make senior leaders and governors aware of these as appropriate.

## 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)
- 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

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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community
- As an employer our Trust strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

## 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 RSE including 'My Happy Mind' and 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. Where appropriate 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

## 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

## Equality objectives

### Objective 1

**To close the attainment gap between genders.**

**Why we have chosen this objective:** Data has shown that across the board girls are outperforming the boys in all core subjects, in nearly all KS1 classes.

**To achieve this objective we plan to:**

- Use data on a regular basis along with pupil progress meeting to direct intervention support and highlight children who need focused input
- Staff meeting and inset training targeting the needs of underperforming children, sharing best practice
- Performance management targets for all teaching staff

**Progress we are making towards this objective:** The gap between girls and boys attainment across the school has narrowed since the last set of KS1 results was published, which is obviously very pleasing. In reading, writing and maths the boys have narrowed the gap. In Reading in 2022 the gap between the boys and girls was -9.1. In 2023 the gap has been reduced to -1.2. In Writing in 2022

there was a gap of -24.9 between the boys and girls, this has now been narrowed to -3.2. In mathematics in 2022 the gap between boys and girls was -3.1. In 2023 the boys outperformed the girls and the gap is now +5.6. We will continue to monitor the performance of our boys over this academic year and challenge teachers through PP meetings, book samples and observations.

## Objective 2

**To ensure that the Equality Information and Objectives Policy becomes an annual item at the FGB meetings.**

**Why we have chosen this objective:** To increase the awareness amongst all stakeholders and ensuring staff know their responsibilities in regard to this policy.

**To achieve this objective we plan to:** Place the EIOP on the Headteacher report so that Governors can actively challenge the Headteacher and link governor.

**Progress we are making towards this objective:** All governors are now aware of the equalities information policy and this is a standing item on the HT report to governors. The Headteacher will share with governors how we are doing against targets and governors are happy to question him as appropriate.

## Objective 3

To develop a greater understanding and empathy with the individual needs of pupils with SEND

**Why we have chosen this objective:** We are having a greater number of SEND children with significant needs that we are unable to address within a whole-class setting.

**To achieve this objective we plan to:** Create a space where children can access learning that mirrors the relevant skills and knowledge of their peers but in a non-demanding or over stimulating environment.

**Progress we are making towards this objective:** As a school, we always pride ourselves on our inclusive nature. The SENDco works hard to ensure that all pupils are supported and the right agencies are in place to support pupils with SEND. All support staff have access to high quality training through a number of providers and we are also beginning to develop trauma informed practice in the near future. The school recently undertook a SEND audit from a serving Ofsted inspector and the results of the report were very positive. It was clear that all staff have good relationships with SEND pupils and that we are an inclusive school, where the needs of all are met. Our inclusive hub the Den is a great place to learn, where the needs of those pupils with complex SEND needs are met very well and tailored to their EHCP.

## Objective 4

To improve the attendance of the ethnic groups; Any other White Background and White British

**Why we have chosen this objective:** Attendance data shows that these two groups are considerably lower (at least 3% difference) than other groupings in school.

**To achieve this objective we plan to:** Engage with parent/carers through our PSA and Educational Welfare officer to support them in ensuring children are in school.

**Progress we are making towards this objective:** Despite having a range of really positive attendance incentives to reward good attendance in school such as weekly attendance awards, termly attendance rewards and end of year cinema prizes we are finding attendance difficult to improve. This is something that leaders will be paying very close attention to and very likely developing an action plan for this moving forward.

## Monitoring arrangements

The Headteacher and Link Governor will update the equality information we publish, at least every year.

This document will be reviewed by SMT and ratified by Governors at least every 4 years.

## Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour
- Anti-bullying and Harassment policy
- SEND policy
- Admissions policy
- Online E-safety
- Complaint policy

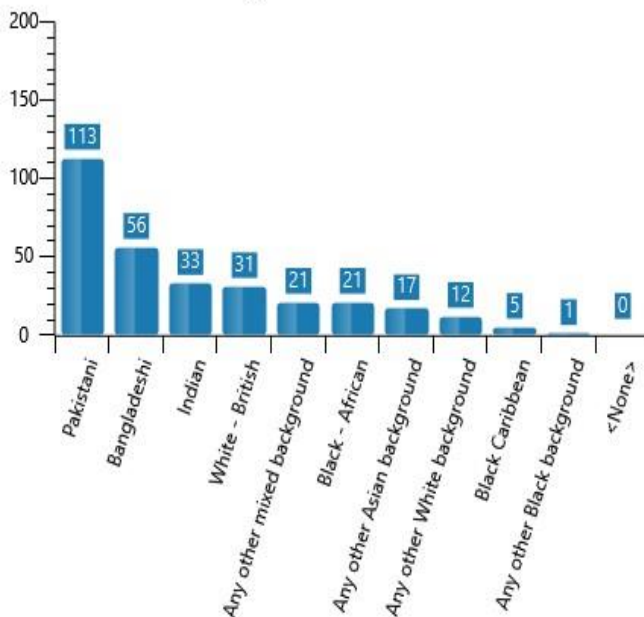
## Contextual Information

BOYS	GIRLS
158	152

SEND – without statement	SEND with EHCPs	Looked After Children	EAL
15 pupils	21 pupils	5 pupils	198 pupils

### Student Totals by Ethnicity

A count of students with each ethnicity



### Student Totals by Religion

A count of students with each religion

