

Staples Road Primary School

EQUALITY INFORMATION & OBJECTIVES



Approved by:	Local Governing Body	Date: November 2020
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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](#), 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, 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 is Mr Marwan Mikdadi. They 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, Miss Claire Dempsey, Deputy Headteacher, 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 every September as part of a whole school Safeguarding refresher.

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.

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, disadvantaged pupils or those pupils who have different family organization)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils of different faiths to observe their faith within school)
- 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 enrichment activities offered)

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. monitoring the achievement of those who are Young Carers and providing access to services to remove barriers to learning)
- 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

Objective 1: *to provide professional training development for all staff in order to ensure that pupils learning English as an Additional Language achieve age related expectations.*

Why we have chosen this objective: we have 13 out of 17 possible ethnicities represented within our school and have an increasing number of pupils joining our school with little or no English from Eastern European countries who require support. Internal data analysis shows that there are significant differences in attainment between EAL and non-EAL pupils in reading and writing across the school.

To achieve this objective we plan to: provide whole staff training on best practice to support EAL pupils through quality first teaching and provide specific interventions to meet individual needs as required.

Progress we are making towards this objective: appointment of an EAL lead who regularly attends Trust subject leader meetings. Shared the NASSEA levels with teachers to ensure children's progress is tracked. Purchased standardized assessment materials to eliminate potential SEND need.

Objective 2: *to increase the percentage of disadvantaged pupils attaining at KS1 national expectations in reading from 33% (2019) to 62% and in writing 0% (2019) to 55% (National 2019)*

Why we have chosen this objective: although a very small cohort of KS1 disadvantaged pupils in 2019, the Trust have identified through data analysis that the underachievement of disadvantaged pupils is a target in their Strategic Plan

To achieve this objective we plan to: ensure teachers and support staff are clear about who their disadvantage children are through the use of PMRs and PPMs. Clear tracking in place with equally effective provision in place to support disadvantaged children

Progress we are making towards this objective: use of Target Tracker to effectively monitor the progress of disadvantaged children; PMRs and PPMs specifically focus on raising the attainment of disadvantaged pupils

Objective 3: *to increase the percentage of disadvantaged pupils attaining at KS2 national expectations in writing 38% (2019) to 67% (National 2019)*

Why we have chosen this objective: although only eight KS2 disadvantaged pupils in 2019, the Trust have identified through data analysis that the underachievement of disadvantaged pupils is a target in their Strategic Plan

To achieve this objective we plan to: introduce IPEELL across KS2, a structured writing programme for pupils; increase hours when appointing new Well-Being Mentor; co-ordinate FaCSS support in a timely manner to limit

Progress we are making towards this objective: Staff training provided for the introduction of IPEELL and KS2 teachers are trialling the approach; Well-Being Mentor role now split from HLTA role and new appointment is working effectively with identified children on a more regular basis; SENCo continues to access FaCSS when required.

Objective 3: *Increase the number of male staff over the next four years from 3% to at least 10%*

Why we have chosen this objective: it is important that children within the school feel that they are represented by and can relate to the staff they see every day.

To achieve this objective we plan to: review our recruitment processes to see whether they reach our target audience, record the diversity of applications received

Progress we are making towards this objective: currently there are no teacher vacancies however the number of prospective male teachers has increased with 2 male School Direct Trainee teachers currently working in KS1 and KS2

Objective 4: *Review our curriculum to avoid potential pitfalls such as perpetrating stereotypes or viewing history through a selective filter*

Why we have chosen this objective: it is important to ensure there is a diverse array of positive representation from a range of cultures and ethnicities which forms the context of our topic learning

To achieve this objective we plan to: review our creative curriculum; identify and purchase resources to develop our multicultural approach; celebrate black history month

Progress we are making towards this objective: long term plans have been reviewed, additional resources such as inclusive books purchased

Objective 5: *to improve understanding and appreciation of faiths and cultures so that pupils have a wider understanding of the world and the importance of this when living in modern Britain*

Why we have chosen this objective: the majority of our pupils on roll are from white British backgrounds and a small minority celebrate faiths other than Christian including Hinduism, Islam, Judaism and Jehovah's Witness. We also have an increasing number of pupils joining our school from other cultures and backgrounds including Asian, African and eastern European. As part of ongoing learning of the British Values and developing pupils' social, moral, spiritual and cultural understanding we believe it is important to educate our pupils on the faiths, experiences and cultural backgrounds of others.

To achieve this objective we plan to: teach pupils the British Values through a consistent PSHCE curriculum, Religious Education curriculum and assemblies. This includes inviting local faith leaders to deliver assemblies, planning trips to places of worship and involving pupils in the wider community such as singing at Christmas at local retirement homes and local places, commemorating key National events e.g. Remembrance Day

Progress we are making towards this objective: we regularly invite local Christian ministers to lead assemblies and invite other faith groups to share their own faith. We have

implemented a thorough PSHCE curriculum and Religious Education curriculum and achieved Enhanced Healthy Schools status.

9. Monitoring arrangements

The Governing Body and Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Governing Body 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:

- Accessibility plan
- SEND Information Report and Policy
- Child Protection Policy
- Pupil Premium Statement and Impact report
- Sports Premium Statement and Impact report