

# Equality information and objectives

## Leintwardine Primary School



**Approved by:** FGB

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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](#).

## 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

*If you have an equality link governor, insert and amend as applicable, the following:*

The equality link governor is **David Willis**. They will:

- Meet with the designated member of staff for equality every six months, 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
- 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

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. 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, 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 clubs)

In fulfilling this aspect of the duty, the school will:

- 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

## 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:** *Undertake an analysis of adults involved in school life and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.*

**Why we have chosen this objective:** Due to the minimal diversity of our locality and the need to be aware that we are representing all groups to children in school.

**To achieve this objective we plan to:** Audit over the course of the year our own staff and visitors into school.

Progress we are making towards this objective: There have been no visitors into school due to the COVID 19 Pandemic. We will ensure that we keep this objective active as schools open up more.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff and Governors with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

**Why we have chosen this objective:** As we feel it is important to be able to welcome all members of our community to be stakeholders in our school and to make all aspects of school life accessible.

To achieve this objective we plan to: Ensure that the building is wheelchair friendly and that there is seating of different heights available at all meetings and in all classrooms.

Progress we are making towards this objective: We have members of the governing body who are disabled, we ensure that needs are met for all members.

**Objective 3:** *Increase the representation of people from other faiths and cultures in school, through visitors and experiences.*

Why we have chosen this objective: To broaden the knowledge and understanding of our pupils of people from different faiths and cultures. To celebrate their festivals to discuss and celebrate similarities and differences in the ways we live life.

To achieve this objective we plan to: Invite music and dance groups to school. Take part in the development of the community Arts Hub and to arrange visits to other places of worship where possible.

Progress we are making towards this objective: Visits have been set up to local churches of differing faiths. A local Arts hub centre is being developed with visitors being made accessible for school community members.

**Objective 4:** *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination ensuring that governors are trained in Safer recruitment and Equalities when sitting on a panel. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective:

To achieve this objective we plan to: Ensure that a cross section of staff and governors attend safer recruitment training of a high standard.

Progress we are making towards this objective: The headteacher and the SBM attended training in September 2021

## **9. Monitoring arrangements**

The FPP committee will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by headteacher and referred to the FGB at least every 4 years.

This document will be approved by the FGB

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

This document links to the following policies:

- Accessibility plan
- Risk assessment