



## **EQUALITY AND DIVERSITY STATEMENT INCLUDING EQUALITY OBJECTIVES**

<b>Last Reviewed</b>	<b>September 2022</b>
<b>Review date</b>	<b>September 2026</b>
<b>K. Pochin Headteacher</b>	<b>Rob Johnson Chair of Governors</b>

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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

### 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 body 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/carers and that they are reviewed and updated at least once 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
- Monitor success in achieving the objectives and report back to governors

The Inclusion Manager will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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. as part of induction and school INSET

### 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 pupils who are being subjected to racist bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. ensuring that adaptations are made to the curriculum to meet individual pupils' needs)
- 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:

- 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 and implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist bullying)
- Share further information or 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 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 whereby groups of pupils work harmoniously within the school.
- Working with parents and carers to promote knowledge and understanding of different cultures
- Developing 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 and/or special educational needs
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1

Increase the representation of teachers from local minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 33% to 40% of the teaching workforce.

Why we have chosen this objective: To fully reflect the diverse ethnic population of our local community.

To achieve this objective we plan to: Includes statement within job descriptions where speaking in a community language is a desirable criteria

Progress we are making towards this objective:

### Objective 2

To increase the percentage of pupils, particularly boys and those from disadvantaged backgrounds, developing an in depth knowledge and skills across the curriculum.

Why have we chosen this objective: There is a current gender gap in attainment and progress. There is a gap between the attainment and progress of our disadvantaged and non-disadvantaged pupils.

To achieve this objective school leaders plan to senior leaders will monitor and evaluate how well the curriculum meets the needs of boys and disadvantaged pupils and use this information to bring about changes that will lead to improved outcomes for these children.

Progress we are making towards this objective: Referral to relevant external agencies for accessibility advice and support (both environmental and curricular). Written

SEND &/or LAC plans, including reasonable adjustment and best endeavours. Staff ensure all KS1 pupils are strongly encouraged to attend an after-school club.

### **Objective 3**

To increase the accessibility of the school premises to the whole school community

Why have we chosen this objective: To ensure that no member of the school community is treated less favourably than others.

To achieve this objective we plan to: Regularly review the Accessibility Plan.

Progress we are making towards this objective: Website promotion and staff directing parents/carers/visitors to speak with the Headteacher or Inclusion Manager about any accommodations required at school.

### **Objective 4**

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: The school has made a public commitment to being positive about employing disabled people. To show our existing employees that we value their contribution and will treat them fairly if they become disabled.

To achieve this objective we plan to: Include the 'Two Ticks' symbol on job adverts, application forms and information. To include the 'Two Ticks' symbol on the school website and promote disability awareness in school newsletters.

Progress we are making towards this objective:

## **9. Monitoring arrangements**

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

This document will be reviewed by governing body at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Inclusion policy

## ➤Safeguarding and child protection policy