

Jesse Gray Primary Equality Information and Objectives Document



May 2021

Head Teacher Signature:	
Date Adopted:	
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Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making.....	5
8. Equality objectives	5
9. Monitoring arrangements.....	6
10. Links with other policies	7

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

The equality link governor is Liz Hopkins. They will:

- Meet with the designated member of staff for equality every 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
- 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 members of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every annually to raise and discuss any issues applicable)
- 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.

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 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 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. 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

8. Equality objectives 2019 Review

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July each year, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To ensure a staff that reflects the diversity of our pupil and parent cohort.

To achieve this objective we plan to: Ensure that all posts advertised and recruited for are done so in a way in which equality of access is considered

Progress we are making towards this objective: Staff recruitment in the last three years has seen applications from candidates with disabilities and from a variety of ethnic backgrounds. Resulting in the following appointments.

Teachers: 2x White British background 1x Pakistani background

Midday Supervisors: 1 x Disabled, 2 x White British background, 2 x Indian background, 3x Pakistani background and 1x Chinese background.

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

Why we have chosen this objective: Due to having a staff member with a disability

To achieve this objective we plan to: Ensure reasonable adjustments are made to ensure staff member is able to carry out their duties.

Progress we are making towards this objective: Staff member is fully inducted and working effectively within the school.

Objective 3: Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective: To reflect the diversity of our pupil and parent cohort.

To achieve this objective we plan to: Ensure that all posts advertised and recruited for are done so in a way in which equality of access is considered

Progress we are making towards this objective: 1x Pakistani background full time permanent teacher appointed December 2019. This is currently 10% despite doubling the number of teachers. This is due to more part time positions increasing the number of teachers.

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. 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 ensure the above is carried out satisfactorily.

To achieve this objective we plan to: Secure training for staff and Governors

Progress we are making towards this objective: None due to pandemic.

Objective 5

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: Ensure that all posts advertised and recruited for are done so in a way in which equality of access is considered

To achieve this objective we plan to: Implement the above in recruitment practice

Progress we are making towards this objective: 1x staff member with a disability employed in 2 roles in 2020

Objectives for 2021 until 2024

Objective 1:

To embed a values led approach to shaping established curriculum content, in a creative way for our diverse and aspirational school community.

Why we have chosen this objective: The school curriculum is the current School Improvement Focus as we aim to enhance this to match our school community. Diversity is a key element of this due to the school cohort and ensuring accessibility to this is key.

To achieve this objective we plan to: Work as a whole school led by our Curriculum Lead to establish an accessible curriculum for the diverse school population.

Progress we are making towards this objective:

Objective 2:

To maintain our focus on BAME sporting participation, enjoyment and achievement and narrow any attainment gaps.

Why we have chosen this objective: The school has conducted a research project into BAME participation and achievement in PE. This has led to several initiatives in the school.

To achieve this objective we plan to: Embed the initiatives established through the BAME/PE research project.

Progress we are making towards this objective:

Objective 3:

To embed and widen our multicultural theme days and events and increase parent and community participation in these.

Why we have chosen this objective: The school has increasingly well-established Eid and Chinese New Year Celebrations supported by parents and the community. We intend to formally recognise these within our curriculum and include other faiths and cultures within our school.

To achieve this objective we plan to: Reach out to other faith groups and individuals of different cultural heritage and build upon the already established events.

Progress we are making towards this objective:

Objective 4:

To reduce the attainment gap in girls Maths in Key Stage 2

Why we have chosen this objective: School data analysis continues to show fewer girls are reaching the higher standard in Maths in Key Stage 2.

To achieve this objective we plan to: Make this group a priority in the School Improvement Plan focusing on narrowing the attainment gap.

Progress we are making towards this objective:

9. Monitoring arrangements

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

This document will be reviewed by Full Governing Body in Summer 2021 , least every 4 years.

This document will be approved by Full Governing Body at next meeting on 07.06.21

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment