

# Equality Information and Objectives



**MELDRETH**  
Primary School

Review Date: Autumn 2020  
Reviewed by: Governor Resources Committee  
Next review date: Autumn 2024

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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

The Headteacher will:

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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 as part of our Staff Code of Conduct.

## **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

### ***Objective 1: To narrow the gap in writing between boys and girls.***

#### **Why we have chosen this objective:**

Our schools local statistics bear out the findings of national statistics where girls outperform boys at Key stage 2 in English. In our school, there is a large gap with a progress score in writing (confidence interval) for Girls of -0.6 and Boys of -3.2.

The percentage of pupils meeting the expected standard in reading, writing and maths for Girls was 86%, and for Boys was 68% in 2018-19.

*\*There is no data based on tests, assessments or exams for 2020.*

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

- Evaluate the impact of current methods introduced in the previous academic year;
- Consult with the school community; particularly make sure that parents/carers are involved
- Explore best practice in schools locally and nationally who may have encountered similar issues.

**Outcome:** We intend to use the information gathered to develop a new initiative to develop skills in reading and writing. Although this will particularly focus on boys development in order to begin to narrow this gap, our intention is extend this to all pupils.

#### **Progress we are making towards this objective:**

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### ***Objective 2: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of the word 'Gay' being used negatively.***

#### **Why we have chosen this objective:**

Leadership monitoring noted that some pupils were not really aware of what the word 'gay' meant and how this related to same sex couples. In general, they had little or no knowledge of people with this protected characteristic.

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

- Display posters and use advice and promote best practice from <https://www.stonewall.org.uk>
- Introduce books to our libraries which show different family make ups include same sex couples.
- Challenge and educate children following our PHSE curriculum

**Outcome:** To raise awareness of this protected characteristics and to reduce the number of prejudice related incidents.

#### **Progress we are making towards this objective:**

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### ***Objective 3: To promote positive attitudes and understanding towards all religions and faiths.***

#### **Why we have chosen this objective:**

In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities. Parental feedback has highlighted that our KS1 curriculum is predominately based on the Christian faith.

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

- Carry out a deep dive into RE with related training
- Audit and improve our RE resources
- Increase the representation of different faiths in assemblies

**Outcome:** To raise awareness of different faiths across our younger pupils.

**Progress we are making towards this objective:**

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**Objective 4: To ensure curricular and extra-curricular activities are inclusive and accessible for pupils with special educational needs/disabilities.**

**Why we have chosen this objective:** Club attendance audits show pupils with SEND to be under represented.

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

- Consult with the school community and specialist services i.e. Integrated Disability Service (IDS). Identify best practice from other schools.
- Circulate a 'clubs news' giving details of the different activities children are involved in.

**Outcome:** To increase attendance of children with disabilities to that of a similar level to those without a disability.

**Progress we are making towards this objective:**

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**Objective 5: To help address the under-representation of people with disabilities in the school workforce.**

**Why we have chosen this objective:** We recognise that it is important to have a workforce that represents the society we serve.

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

- We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data in autumn 2020.
- To sign up for the Disability Confident scheme and promote our Disability Confident Committed badge on all job adverts, application forms and information by January 2021
- When we next recruit, we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Any issues identified which impact on any particular group, will be examined in detail to improve practice.

**Outcome:** To have a more diverse workforce to represent the community we serve.

**Progress we are making towards this objective:**

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**Objective 6: To take active steps to promote the equality of opportunity between men and women, girls and boys when carrying out roles, responsibilities and expectations**

**Why we have chosen this objective:** We want all pupils to feel valued and be able to realise their full potential and ensure we maintain a professional workforce.

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

- Provide staff training to help our pupils use their voices in support of celebrating difference stressing that everyone will be listened to as every voice matters.
- Make sure that responsibilities are as broad as possible and that the activities are varied enough to appeal to the widest range of pupils as pupils will join in if they think it's relevant to them.

- Find the triggers to motivate different pupils to take part in internal and external activities as well as taking on leadership roles within the school setting.
- Ensure that resources exist to support the above, such as picture prompts and arrange for the meetings to be held in accessible spaces.
- Make it possible for pupils to make anonymous contributions.

**Outcome:** To have a professional workforce and pupils who feels valued, and treated fairly in accessing development opportunities.

**Progress we are making towards this objective:**

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## **9. Monitoring arrangements**

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

This document will be reviewed and approved by the governing board at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Risk assessments