



Clandon CE Primary School

Roots to grow... wings to fly

Equality Information and Objectives

Date adopted by governors: Spring 2020

Date for review: Spring 2021

STATUS: NON-STATUTORY

REVIEW: ANNUALLY

COMMITTEE: SAFEGUARDING

EQUALITY INFORMATION AND OBJECTIVES

Reviewed: Spring 2020	Next Review: Spring 2021	Committee: Safeguarding	Status: Non-Statutory
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Contents

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

1. Introduction

Our school aims to provide an inclusive, safe and stimulating environment for all which inspires a creative, confident community of lifelong learners. We endeavor to tackle prejudice and promote understanding as part of our general duty to promote equality – to eliminate discrimination, advance equality of opportunity and foster good relations between different groups and to support the reduction of inequality.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with regard to age (as appropriate), disability, ethnicity, gender, religion and belief, and sexual identity.

2. 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.

3. 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](#).

4. 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, 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;
- 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 body 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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst 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.

5. 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.

6. 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 who 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).

7. 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.

8. 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.

9. Equality objectives

Objective 1

Increase the rate of progress of disadvantaged children at risk of underachievement so that it at least matches that of other children with the same starting point.

Objective 2

To increase the attendance of GRT pupils.

Objective 3

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2021, to help address the under-representation of people with disabilities in the school workforce.

10. Monitoring arrangements

The governing body will update the equality information it publishes, 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 Safeguarding Committee.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment