

# Battle and Langton Church of England Primary School



## Equality information and objectives

<b>Approved by:</b>	The Governing Board	<b>Date:</b> June 2021
<b>Last reviewed on:</b>	NA (New policy version)	
<b>Next review due by:</b>	June 2022	

## Contents

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

---

### 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
  - › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
  - › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
-

## 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.

## 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 relationships, sex and health education (RSHE), 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

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.

Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.

In making curriculum and enrichment decisions, we will take into account the 9 protected characteristics as outlined in the Equality Act age:

- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

## 8. Equality objectives

### Objective 1

- To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils

**Desired outcome** – Performance data demonstrates that pupils with the aforementioned characteristics make progress that is at least in line with their peers

### Objective 2

- To ensure the curriculum as a vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship and democracy and traditional folk heritage. We will actively aim to instill aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.

**Desired outcome** – Curriculum maps, lesson planning and pupils' work demonstrate that they have experienced a rich cultural programme of study that shows protected characteristics framed in a positive way.

### Objective 3

- To ensure that resources used in school are representative of the wider world, and in particular that play materials and resources across the school include representations across the equality spectrum.

**Desired outcome** – Children across the school have access to resources e.g., role-play and 'small world' resources that encourage play without prejudice.

## 9. Monitoring arrangements

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

This document will be reviewed by the governing board annually.

This document will be approved by governing board.

## 10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk assessment
- › RSHE policy