

Putnoe Primary School

Equality Information and Objectives

Updated: Spring 2020

To be Reviewed: Spring 2021

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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:

- This policy has due regard to statutory legislation, including, but not limited to, the following:
 - [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
- UN Convention on the Rights of the Child 1989
- Human Rights Act 1998

This policy has due regard to statutory guidance, including, but not limited to, the following:

DfE 'The Equality Act and Schools' statutory guidance 2014

DfE 'Promoting the Education of Looked After Children' 2014

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 Governing Body will:

- Receive updates in the Headteachers' report and discuss any issues and how these are being addressed
- Monitor and review the progress of our equality objectives and actions from the accessibility plan
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Ensure the school's ethos and values are maintained through monitoring during governor visits and learning walks.

The Headteacher will:

- Ensure appropriate strategies are in place for communication between parents, educators and pupils about issues related to a protective characteristic
- Promote 'the responsibility of all' in implementing the school's aims and objectives
- Embed measures to ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling
- 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 every September, ensuring they are aware of all equalities legislation.

5. Advancing equality of opportunity

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- We will ensure that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes. The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring. Taking steps to meet the particular needs of people who have a particular characteristic.
- We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the child also has a special educational need (SEND), but does not have a SEND education, health and care plan (EHCP)
- 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, implement actions in response and publish this information
- We will meet our duty to undertake accessibility planning for pupils with disabilities, and ensure any accessibility plan is duly implemented, and reviewed where necessary. We will make evidence available identifying improvements for specific groups
- We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Publish further data about any issues (where relevant) 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, Spiritual, Moral, Social & Cultural (SMSC) 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. Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must be, eradicated.
- Working with our local community. This includes organising school trips and activities based around the local community. Providing a variety of educational and residential visits which expose pupils to a wide range of cultural experiences.
- Encouraging and implementing initiatives to promote tolerance & friendship between the different year groups within the school. For example, our school council has representatives from different year groups and is formed of pupils who reflect the school's community. We ensure equality issues are an agenda item for the school council.

Since our conversion to primary, we are looking at initiatives which can be run by our Year 5's. 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:

- Exposes pupils to a wide range of cultural experiences
- 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 (recorded on EVOLVE)

8. Equality objectives

Objective 1 To embed Fundamental British Values across the curriculum

Objective 2 To ensure that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Anti-Bullying Policy
- Disability Equality Scheme
- LAC Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Data Protection Policy
- Curriculum Policy

10. Monitoring and review of Equality Information and Objectives

- The governing body will update the equality information we publish, at least every year.
- This document will be reviewed by governing board at least every 4 years.
- This document will be approved by full governing board.

Date of Review: April 2020