

Equality information and objectives policy

Allscott Meads Primary School and Nursery



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as kind, inspire, respect, belong, enjoy, succeed.

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](#).

This document also complies with our funding agreement and the LCT's articles of association.

3. Roles and responsibilities

The local governing body (LGB) 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher will:

- Promote knowledge and understanding of the equality objectives among 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 among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- 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 that 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
- 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 data referenced above 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 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

Narrow the gaps in attainment between groups of pupils e.g. girls and boys, PPG and non-PPG pupils.

Why we have chosen this objective: The decision to prioritise narrowing the gaps in attainment between various groups of pupils, such as girls and boys, PPG (Pupil Premium Grant) and non-PPG pupils, is grounded in national trends indicating disparities in educational outcomes among different demographic groups. Additionally, as a new school, we recognise the importance of addressing these gaps early on to foster an inclusive and equitable learning environment.

To achieve this objective, we plan to:

Data Analysis Framework: Implement a comprehensive data analysis framework across the school to facilitate in-depth examination of pupil data. This will enable us to identify specific areas where disparities exist and develop targeted interventions accordingly.

Targeted Interventions: Design and implement interventions tailored to the needs of different pupil groups. These interventions may include personalised learning programs, additional support mechanisms, and enrichment activities aimed at addressing the underlying factors contributing to the attainment gaps.

Continuous Monitoring and Evaluation: Establish mechanisms for ongoing monitoring and evaluation of the effectiveness of our interventions. Regular review of data and feedback will allow us to refine our strategies and ensure that progress is being made towards narrowing the attainment gaps.

Progress we are making towards this objective: Data analysis infrastructure is now in place across the school, enabling us to conduct thorough and insightful examinations of pupil data. This foundational step is crucial for informing our approach to addressing attainment gaps effectively. By systematically analysing factors contributing to disparities in attainment, we are better equipped to design evidence-based interventions that target the specific needs of different pupil groups.

Objective 2

Improve the attendance of particular groups of pupils.

Why we have chosen this objective: Our decision to prioritise improving the attendance of particular groups of pupils stems from the recognition that attendance plays a vital role in academic achievement and overall pupil well-being. We have identified two specific groups where attendance rates are lower: Pupil Premium Grant (PPG) pupils and pupils with Special Educational Needs and Disabilities (SEND). Addressing attendance disparities within these groups is essential to ensure that all students have equal access to educational opportunities and support.

To achieve this objective, we plan to:

Targeted Support Programs: Develop and implement targeted support programs aimed at improving the attendance of PPG pupils and pupils with SEND. These programs may include interventions such as mentoring, counseling, and incentives to encourage regular attendance.

Collaborative Partnerships: Forge partnerships with parents, guardians, and relevant external agencies to foster a collaborative approach to improving attendance. By working together with stakeholders, we can address underlying barriers to attendance and implement effective strategies to support students in overcoming these challenges.

Data Monitoring and Analysis: Implement robust systems for monitoring and analysing attendance data, with a specific focus on PPG pupils and pupils with SEND. By closely tracking attendance patterns and identifying trends, we can intervene proactively to address issues as they arise and provide targeted support where needed.

Progress we are making towards this objective:

We have begun fostering collaborative partnerships with parents, guardians, and external agencies to strengthen our efforts in improving attendance. By engaging with stakeholders and leveraging their expertise and support, we aim to create a supportive network that encourages regular attendance and addresses any barriers students may face.

Furthermore, we have implemented the attendance policy and attendance systems for monitoring and analysing attendance data, allowing us to identify trends and patterns that require attention. This proactive approach enables us to intervene early and provide timely support to students who may be at risk of poor attendance.

Objective 3

Improve the knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity e.g. increasing understanding between pupils from different faith communities.

Why we have chosen this objective: Our decision to prioritise improving knowledge, skills, and attitudes to enable pupils to appreciate and value difference and diversity is rooted in the belief that fostering inclusivity and respect for diversity is essential for creating a positive learning environment. Recognising the importance of nurturing empathy, understanding, and acceptance among pupils, we aim to equip them with the tools necessary to navigate an increasingly diverse world with empathy and respect. One specific area of focus is increasing understanding between pupils from different faith communities, acknowledging the richness that diversity brings to our new school community.

To achieve this objective, we plan to:

Curriculum Integration: Integrate lessons and activities into the curriculum that promote understanding and appreciation of different cultures, religions, and perspectives. This may include incorporating diverse literature, historical narratives, and multicultural studies across various subject areas.

Assembly Programs: Develop a comprehensive assembly program that celebrates diversity and inclusion, with themes linked to protected characteristics and British Values. These assemblies will serve as a platform for students to learn about different cultures, traditions, and perspectives, while also promoting the fundamental principles of equality, tolerance, and respect.

Cultural and Religious Awareness Programs: Organise cultural awareness programs, workshops, and events that celebrate diversity and promote interfaith understanding. These initiatives may include guest speakers, cultural festivals, and collaborative projects that allow students to learn from and engage with individuals from different backgrounds.

Progress we are making towards this objective:

We have begun integrating diversity and inclusion into the written curriculum, with lessons and activities designed to promote understanding and respect for difference and diversity. By embedding these principles into the educational experience, we aim to instill in pupils a lifelong commitment to embracing diversity and fostering inclusivity.

We have initiated the development of a comprehensive assembly program that celebrates diversity and inclusion, with themes aligned with protected characteristics and British Values. Through carefully curated content and engaging presentations, assemblies serve as a powerful platform for promoting understanding, empathy, and respect among students.

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: As our school community continues to grow with new staff and pupils, ensuring equal opportunities and non-discrimination in recruitment and selection processes is paramount to upholding our values of fairness, inclusivity, and diversity. By prioritising this objective, we aim to equip all members of staff and governors involved in recruitment and selection with the knowledge and understanding of legal requirements, fostering a culture of equality and fairness in our hiring practices.

To achieve this objective, we plan to:

Training Program Development: Develop a training program on equal opportunities and non-discrimination tailored specifically for staff and governors involved in recruitment and selection processes. This program will cover key legal requirements, best practices, and strategies for promoting diversity and inclusivity in hiring.

Training Delivery: Deliver training sessions to all relevant staff and governors, ensuring comprehensive coverage of essential topics and providing opportunities for interactive learning and discussion. Training

sessions may be conducted in various formats, including workshops, seminars, and online modules, to accommodate diverse learning preferences and schedules.

Evaluation and Feedback: Implement an evaluation mechanism to assess the effectiveness of the training program and gauge participants' understanding of legal requirements. Feedback surveys and assessments will be used to measure knowledge retention and identify areas for improvement, with the goal of achieving a 100% understanding among attendees by the beginning of the next academic year.

Progress we are making towards this objective:

Training sessions have been scheduled and delivered to all relevant staff and governors involved in recruitment and selection processes. These sessions have provided participants with a comprehensive understanding of key legal requirements, as well as practical strategies for implementing equal opportunities principles in their roles.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the LGB at least every 4 years.

This document will be approved by the LGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Academy development plan
- SEND Policy
- Behaviour Policy