

# Summerville Primary School Equality Information & Objectives



Date	September 2020
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Designated Governor	Judith Hardman
Signature	
Chair of Governors	Gail McNally
Signature	
Head Teacher	Joanne Jordan
Signature	

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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 equality link governor is **Judith Hardman** They will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board 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 is our Inclusion Manager Mrs. Gillian O'Neill. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst 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 June during the Equality / Diversity Day staff meeting to plan equality awareness day staff are given refresher training around equality legislation and expectations.

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 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. When a new policy is put into place its impact on different groups is considered.

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. See Appendix 1.

## **8. Equality objectives**

Having outlined our school's current strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes. We identified these objectives based on analysis of attainment and progress data and analysis of pupil attendance and welfare information.

**Our Equality Objectives, as agreed with our Governing Board are outlined below:**

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To promote cultural development and understanding in relation to people within the protected characteristics through the curriculum and a rich range of experiences both in and beyond the school.
- To improve the attendance of disadvantaged pupils.
- To narrow the attainment gap between disadvantaged pupils and others in KS1 and KS 2.
- To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

Objective	Action	Success Criteria	Evidence	By
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	Consolidate implementation of PSHE Association Scheme of Work from Y1-6 Implement Medium Term Planning for RE as per the new Salford Agreed Syllabus	85% of pupils meet the year group Key Objectives for PHSE 100% of pupils access a broad and balanced RE curriculum	End of year data sweep SMSC Portfolio of Evidence Book Look by Subject Leader confirms delivery of broad RE curriculum	July 2021 July 2022 July 2023
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.  To tackle prejudice and promote understanding in relation to people within the protected characteristics	No Outsiders Scheme of Work  Monitor prejudice related behaviour/bullying incidents each term  Black History Month – October  Anti-Bullying week – November 2021  Friendship Programme Y3  Respect Programme Y6	Prejudice related bullying incidents remain at a low level  100% of pupils feel they have benefited positively from the intervention programmes specified.	Termly analysis of behaviour and exclusion statistics Pupils feedback from Intervention programmes	July 2021 July 2022 July 2023
To promote cultural development and understanding through a rich range of experiences both in and beyond the school	Through the annual schedule of trips, visits and visitors develop children's cultural development Ensure the delivery of a broad and balanced curriculum for all cohorts	100% of pupils are able to access planned trips and visits as per their year group curriculum plan. Children's work evidences the delivery of a broad and balanced curriculum	Record of trips, visits and visitors in HT Reports to GB  Work scrutiny indicates delivery of a broad and balanced curriculum.	July 2021 July 2022 July 2023
To narrow the gap between disadvantaged pupils and others across school	Target Teaching Assistant support to identified pupils to boost attainment Termly monitoring of attainment and achievement data	Increase the proportion of disadvantaged pupils meeting the expected standard in reading, writing	Analysis of termly and end of year attainment and progress data	July 2021 July 2022 July 2023

	to inform decisions about intervention and support. Deployment of staff to provide targeted support to pupils	and mathematics in 2022		
Improve attendance rates of disadvantaged pupils	EWO SLA – including support for families, attendance panels and fast track prosecution where appropriate. Children & Families officer to provide a rapid response and support to families experiencing difficulties. Half termly monitoring and intervention for families causing concern.	Attendance of disadvantaged pupils is above 95% Attendance of pupils causing concern improves to 95%+	Termly attendance data reported to GB	July 2021 July 2022 July 2023

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

This document links to the following policies:

- Accessibility plan
- Attendance policy
- Risk assessments
- SEND policy



