



Equality Information and Objectives

Summer 2021



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AIMS OF THE SCHOOL

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
 2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
 3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
 4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
 5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.
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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
- 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

The Equality link governor is Antoinette Fisher.
She will:

- Meet with the designated member of staff for equality every half term 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 Head Teacher 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
- Meet with the equality link governor every half term to raise and discuss any issues
- Support the Head Teacher 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 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 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.

8. Equality objectives

Objective 1

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective:

We currently track pupil attainment and progress by gender and EAL and SEN. Disability and race are not tracked specifically as groups at this time.

To achieve this objective we plan to:

Set up groups for race and disability in MARK assessment system in order to track specific groups to sort data.

Progress we are making towards this objective:

Groupings being set up in MARK assessment system to analyse summer term data into groupings including race, gender and disability.

Objective 2

To promote pupils spiritual, moral, social and cultural development and fundamental British value of tolerance through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity in relation to LGBTQ+

Why we have chosen this objective:

We have not completed a full year of the revised RSE curriculum in school due to Covid. The Relationships and Changes unit of work needs to be enriched in the PHSE curriculum to include the teaching of LGBTQ+ issues/differences and challenge tolerance in the community.

To achieve this objective we plan to:

Review reading texts available to children to ensure they reflect the protected characteristics. Provide curriculum enrichment opportunities to celebrate in events that promote the LGBTQ+ community such as Pride, historical figures to be studied reflecting LGBTQ+ and use of Stonewall resources.

Progress we are making towards this objective:

RSE curriculum has been reviewed and implemented September 2020. Parents have been consulted via a survey on the RSE Curriculum. A working party of parents, PSHE Lead, LPPA Lead, SMT, Governors and School Council Lead (to gain pupil views) has been set up September 2021. The working party will specifically review the Relationships teaching of the RSE curriculum and agree how this is to be promoted to parents with specific reference to the LGBTQ+ community.

Objective 3

To develop staff subject knowledge of equality and diversity to promote and maintain a tolerant, inclusive and diverse working environment.

Why we have chosen this objective:

This needs to be reviewed as part of the policy cycle and ensure all staff have up to date subject knowledge in equality, diversity and inclusion.

To achieve this objective we plan to:

Staff to complete CPD with the National College to gain certificate in Equality, Diversity and Inclusion

Progress we are making towards this objective:

Staff meeting time allocated Autumn term 2021 for staff to complete the training.

Objective 4

To raise the attainment of disadvantaged pupils to be in line with non-disadvantaged pupils in reading, writing and maths.

Why we have chosen this objective:

To support disadvantaged pupils who are on catch up interventions following Covid school closures.

To achieve this objective we plan to:

Identify pupils who need extra intervention programmes following summer term 2021 data.

Progress we are making towards this objective:

We have reviewed the staffing structure to employ more TLSA's to ensure there is one in every class from September 2021. More targeted interventions for disadvantaged pupils to be put in place Autumn term 2021.

9. Monitoring arrangements

The Head Teacher and designated member of staff for equality will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by The Governing Body Of Dorridge Primary at least every 4 years.

This document will be approved by Dorridge Primary School Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment