



Abbots Ripton Church of England Primary School

# Equality information and objectives

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(Adapted from a model policy from The Key for School Leaders)

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Together with God's help we: Grow in Faith, Learn for Life and Achieve our best

Our Christian vision and values underpin our policy, ensuring that we can demonstrate both a commitment to equality of opportunity for all as well as care, kindness and tolerance to all.

## 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 body 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 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

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 staff meetings.

New staff are made aware of their responsibilities under the Equality Act through the staff handbook and all staff receive an annual update of this handbook.

## 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 may be 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

## 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 and PSHE, and 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
- Collective Worship time will be used to promote our school values which include tolerance and friendship. KS2 pupils will be encouraged to take a lead in class collective worship and this will be a time to reflect on these values.
- Working with our local community. This includes inviting leaders of local faith groups to speak in Collective Worship, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to learn about 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 for example our, 'To the beat of a different drum' WOW week which involved children learning about a variety of different cultures through activities such as Caribbean cooking, Indian drumming.

## 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:

- Is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

As part of our Risk Assessment process we will actively consider our equality duties and ask ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities.

## 8. Equality objectives

| Objective  | Actions  | Responsibility<br>By when?  | Which duty/ies will it address?  | How will we measure our success?   |
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| To further promote spiritual, moral, social and cultural development and understanding through and across a range of experiences and curricular opportunities, with particular reference to issues of equality and diversity | <p>Continue to Identify opportunities for visits and/or visitors from different faiths on our RE long term planning and Collective worship Planning.</p> <p>Plan opportunities to make direct comparisons between different faiths for example through the Bedford Multi-Faith tour and learning about Christians around the world.</p> <p>Review our curriculum maps to ensure that links to SMSC education are explicit and makes links with equality and diversity in both direct teaching and resources used.</p> <p>Review SMSC Policy to ensure it contains references to this policy.</p> | <p>RE lead<br/>Autumn 2020</p> <p>RE lead<br/>Spring 2021</p> <p>HT<br/>Summer 2021</p> <p>HT<br/>Autumn 2021</p> | Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act. | <p>Pupils will be able to talk about the similarities and differences between the world faiths.</p> <p>Pupils will have a wider experience of a divergent society and they will understand that they are part of a multi-faith society.</p> <p>Pupils will be able to talk about Christians in other parts of the world.</p> <p>Our Curriculum maps will reflect our SMSC Education and Equality Policy.</p> |
| To develop a shared response to any prejudice-related language including the use of derogatory language  | <p>Develop a shared script for responding to prejudice related and derogatory language.</p> <p>Staff training to increase staff understanding of the protected characteristics and the common prejudice/derogatory language relating to these.</p>   | <p>HT<br/>Autumn 2020</p> <p>HT<br/>Spring 2021</p>   | Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act. | <p>Staff will have a clear understanding of the protected characteristics.</p> <p>Staff will feel confident in responding to prejudice/derogatory language which relates to protected characteristics.</p>   |
| Actively close gaps in attainment and achievement between pupils and all groups of pupils; particularly those with SEN.  | <p>Monitor provision through observations, book looks, pupil voice etc.</p> <p>Track data and identify needs through pupil progress meetings.</p>  | SENDCo<br>Ongoing   | Advance equality of opportunity between people who share protected characteristics and those who         | The gap between SEN and non-SEN pupils will be narrowed.   |

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|   | Monitor impact of interventions.   |   | do not.  |  |
| To ensure the school environment is as accessible as possible to all pupils, parents, staff and visitors. | Ensure the Accessibility Plan is reviewed regularly by Governors.<br>Update Accessibility Plan as necessary. | HT<br>Annually and as need arises through admission of new pupils | Advance equality of opportunity between people who share protected characteristics and those who do not. | Everyone who visits our schools will be able to access the environment as necessary. |

## 9. Monitoring arrangements

This document will be reviewed by the HSSP Committee of the governing body at least every 2 years. The Headteacher will report on the progress of the objectives at least annually.

This document will be approved by the full governing body .

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Recruitment Policy
- SMSC Education Policy
- Positive Behaviour Policy
- Anti-Bullying Policy