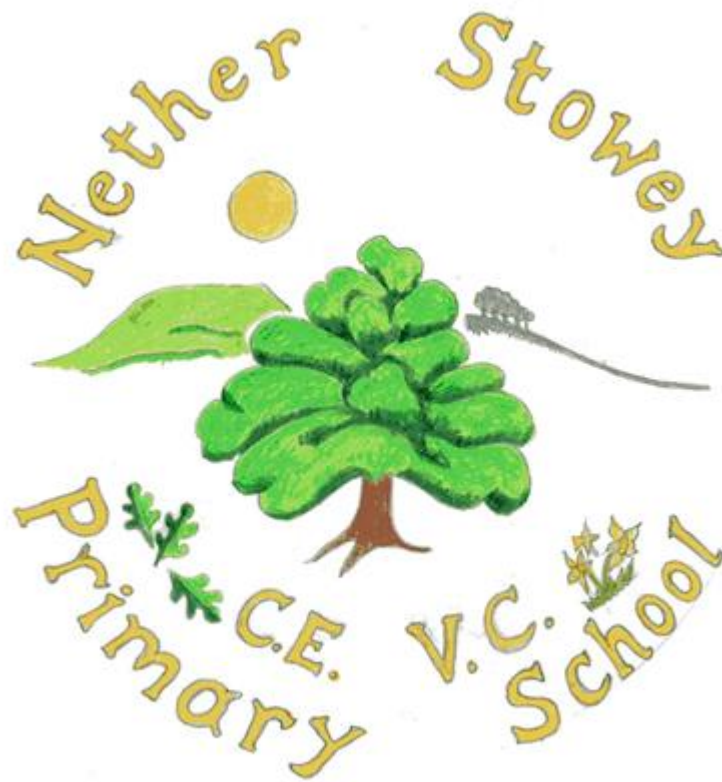


# Equality information and objectives

Nether Stowey C of E VC Primary School



Approved by:

Governors

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March 2025

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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

### 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
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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

Identify 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 year as part of safeguarding training

The Headteacher is the designated member of staff for monitoring equality issues. The Head teacher monitors any issues and make senior leaders, governors and staff & volunteers 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 (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 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 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 collective worship 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 collective worship, 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: To continue to promote a tolerant and inclusive school community where all feel safe and valued.**

**Why we have chosen this objective:** To provide all children and staff the opportunity to feel included in all aspects of school life. To celebrate differences.

**To achieve this objective we plan to:** Teach all pupils how to be an upstander and ensure they know how to report any incidents. Ensure our school environment reflects diversity of our school community. Ensure staff feel confident to challenge use of careless racist or

homophobic words. Run anti-bullying week and online safety week. Discuss and review at each Governor meeting.

**OUTCOME:** Children know what to do if they witness an incident. Staff feel empowered and knowledgeable to deal with any incidents should they occur. Pupils understand that bullying is 'several times on purpose' and bullying incidences remain low. School displays represent our school community and pupils can find examples of people like them. Pupils have good awareness of Rights of the Child and can use their voice to express this positively.

**Progress we are making towards this objective:** The school continues to follow SCARF PHSE lessons. Develop children's understanding towards other faiths and cultures through collective worship.

## **Objective 2: To improve accessibility to the school site for disabled users, e.g. ramp access to the huts, disabled toilets**

**Why we have chosen this objective:** To provide easy access to the site for all stakeholders.

To achieve this objective we plan to: Install wheelchair ramps to the Elliott buildings and access into main school hall. See accessibility plan 2024

**OUTCOME:** Stakeholders are able to access all areas of the site.

**Progress we are making towards this objective:** Signs have been placed around the school. School continue to work with the LA to create accessible routes for ramps. Individual PEEPS in place for pupils. Children with medical needs able to access swimming and residential.

## **Objective 3: To liaise with outside organisations to give pupils the opportunity to experience diversity**

**Why we have chosen this objective:** To provide pupils with learning opportunities to gain a better understanding of diversity.

**To achieve this objective we plan to:** Consult and seek involvement with outside agencies. Obtain resources to support children's experiences and recognition of diversity.

**OUTCOME:** Pupils will be accepting of people who look, act or think differently than they do. Pupils will embrace diversity across culture, race, ethnicity, religion, disability and sexual preference.

**Progress we are making towards this objective:** Children visited the Bridgewater Mosque, Diwali dance work shop. Books used in Literacy show different race and diversity.

Accessing outside resources from resources for learning. PHSE lessons. Inviting parents in to share their cultures. RE curriculum exploring different religions.

**Objective 4: Undertake an analysis of recruitment data and trends in regard to race, gender and disability by summer 2023, and report on this to the staffing and pay sub-committee of the governing board.**

Why we have chosen this objective: To promote equality of opportunity when recruiting and to promote diversity in the workforce

To achieve this objective we plan to: analyze the existing workforce and develop analysis of those applying for vacancies. Promote equality within recruitment and advertising.

Progress we are making towards this objective: Devised analysis table to capture characteristics of employees (to be completed in Term 6 2024).

**Objective 5 To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress**

**Why we have chosen this objective:** Attendance data has historically been 96-98% but has dropped in late 2024/early 2023 to 94.5%. Whilst this in part has been impacted by an outbreak of Chicken Pox across the younger year groups, this is an area that needs monitoring and groups at risk need to be identified and targeted for support.

**To achieve this objective, we plan to:** Create an Attendance Team to work collaboratively to support improved attendance through pastoral work and follow up with families as well as tracking attendance data and identifying children at risk. Provide mental health and wellbeing support for children through mental health practitioner, pastoral team, safe spaces and referrals to service to support those at risk of emotional school avoidance • Work with PFSA to provide family support for parents/carers who are struggling and to build the relationship between home and school. Use of communication at parent teacher meetings and newsletter to promote importance of good attendance.

**OUTCOME:** attendance improvement leads to better outcomes for pupils with attainment and progress.

**Progress we are making towards this objective:** Attendance Team formed and supported by Local Authority Attendance Officer to ensure clarity of procedures and robust approach to supporting attendance. Termly support meetings in place. Use of pastoral

team to follow up with families regarding attendance and to identify root causes for non-attendance. Training sessions attended by HT regarding attendance and DFE webinars.

## **9. Monitoring arrangements**

The governing board and headteacher 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 governing board

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

This document links to the following policies:

- Accessibility plan