

Equality information and objectives

Iveson Primary



Approved by: Iveson Primary Governing Body

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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 three years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Sue Bentley They will:

- ***Meet with the designated member of staff for equality in the Autumn and Summer Term and other relevant staff members, to discuss any issues and how these are being addressed***

- **Ensure they are 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**
- **Identify any staff training needs and ensure these are met**

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 annually.

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, English as an additional language or pupils who are being subjected to any form of bullying because of race, gender, faith, or sexual orientation)**
- **Taking steps to meet the particular needs of people who have a particular characteristic (e.g., providing space for prayer, support religious observance at an age-appropriate level i.e., fasting)**
- **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 and progress data annually to determine strengths and areas for improvement for pupils with different characteristics**
- **Implement and publish actions in response to this and ensure the impact of this is monitored and evaluated**
- **Make evidence available identifying improvements for specific groups (e.g., declines in incidents of bullying)**
- **Publish further data about any issues associated with 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 various 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 as appropriate**
- **Working with our local community. This includes organising school trips and activities based around the local community and planning visits to places of worship of different faith groups**
- **Encouraging and implementing initiatives to support understanding 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**

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 note on the Evolve Risk Assessment system to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality objectives

1. Issue: Iveson has a higher than national percentage of EAL learners. We need to ensure language acquisition is not a limiting factor to learning.

Intent: To continue to improve provision for pupils for whom English is an additional with a specific focus on reading and language acquisition.

Implementation:

- **Adopt a whole school approach to the teaching of reading**
- **Embed a clear and focussed approach to the teaching of vocabulary – 5 words per week**
- **Develop a culture where children ask the meaning of unknown words**
- **Teachers model language and expect responses in full sentences**
- **Prioritise reading through the libraries and little libraries in the school grounds (adults and pupils)**

Impact:

- **Systems and structures are increasingly well embedded and impacting on reading the approach to vocabulary is supporting the strong progress in writing (Ofsted May 2019)**

2. Issue: Data indicates from EYFS onwards boys attain lower than girls in writing and make slower progress impacting on combined data.
Intent: To improve outcomes for boys in writing in terms of progress and attainment
Implementation: <ul style="list-style-type: none"> • Targeted interventions in EYFS/Y1 to engage boys in writing for a purpose • Provide a range of opportunities to write across the curriculum • Continue to research and implement strategies to support boys writing
Impact: <ul style="list-style-type: none"> • EYFS/Y1 boys accessing the interventions are more motivated to write and this is impacting progress • Informed Strategic Development planning re research and implementation of strategies to improve writing • Audit of current standard re writing planned for Summer 1 2021

3 Issue: The building is on several different levels and access to some areas could be restricted for children/staff with physical/mobility issues.
Intent: To ensure the school building and grounds are inclusive to all.
Implementation: To ensure the structure of the building is not a barrier to children who attend or staff who work/wish to work here by having alternative arrangement planning.
Impact: Accessibility Plan ensures all children and staff who work/wish to work here can access the building and grounds.

4 Issue: Iveson serves a culturally and socially diverse community the needs of which are varied and changing.
Intent: <ul style="list-style-type: none"> • To be pro-active in identifying and overcoming barriers specific to the school community i.e., Language, Financial, Childcare etc • To ensure staff and parents are aware of potential barriers and the action they may need to take to address them.
Implementation: <ul style="list-style-type: none"> • Pupil Premium money ensures all children can access school visits • Breakfast Club and bagels ensure all children have food in the morning • Family Support Worker ensures Parents have access to services as required • Hygiene packs available free in school • Whatsapp enables letters and messages to be translated into first language • Family homework is planned so it is accessible to all • Breakfast and After School Care available to all parents • The school website supports parents re safeguarding by providing advice and guidance and alerting them to latest risks

- **Annual Staff Meetings planned to look at actual and perceived barriers and how the school will address these**

Impact: Impact of actions to remove barriers and keep children safe are recognized in the May 2019 Ofsted Report and in Parent and Staff questionnaires.

The school is vigilant in terms of looking at barriers as is pro-active in addressing these

9. Monitoring arrangements

The Headteacher 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 at least every 3 years and by the Equalities Governor and Head teacher annually.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-Bullying
- Core Offer of support for children with SEND
- Single Equality Policy Statement
- School Work and Families Policy
- SEN Policy
- Pupil Premium Policy
- Teaching and Learning Policy