

Equality information and objectives

Iveson Primary



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EQUALITY LINK GOVERNOR - Andrew Baker

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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 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 Pupil Teams have representatives from different year groups and are 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

Intent: To continue to improve provision for all pupils and specifically for those whom English is an additional through ensuring reading and language acquisition.

Implementation:

- **Adopt a whole school approach to the teaching of reading through phonics into Early Reading and fluency.**
- **Continue the established 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)**

Intent: To ensure all children, make good or better progress from their starting points

Implementation:

- Analysis of end of Key Stage Data informs school of any areas of concern
- Actions are implemented to address these and are reflected in the Strategic Development Plan
- Pupil Progress meetings are held to identify progress to targets and give early indicators of any emerging themes by year group and across the school as a whole
- Staff are deployed effectively to meet the needs of the most vulnerable learners
- Staff are given dedicated professional development time to research and implement strategies related to identified areas

Impact:

- Children accessing the interventions make accelerated progress impacting on end of Key Stage attainment
- Informed Strategic Development planning, research and implementation of strategies results in improvements in identified areas
- Data and Curriculum subject assessments indicate all children make good or better progress from their starting point and there is no marked difference across vulnerable groups

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.

Intent:

- To effectively serve the school community by being pro-active in identifying and overcoming barriers specific to the school community i.e., Language, Financial, Childcare
- To recognise and celebrate cultural diversity
- To ensure staff and parents are aware of potential barriers and the action they may need to take to address them.

Implementation:

- *Pupil Premium money ensures all children can access school visits*
- *Breakfast Club and bagels/toast 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*
- *Out of school education programme is accessed by all*
- *Curriculum planning will be culturally reflective with a Culture Week held annually to celebrate and promote cultural diversity*
- *The school will attain and maintain the RED Award*

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