

# Colmers Farm Primary School's

## Equality Information and Objectives



### [Rights Respecting Schools' Article/s](#)

A14: Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

A22: If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child.

A23: Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

A28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

A29: Children's education should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

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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](#).

This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

The regional governing body 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 four years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Jasmine Armstrong. They will:

- meet with the designated member of staff for equality at least annually 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 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.

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 at least annually to raise and discuss any issues;
- Support the headteacher 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of the staff handbook.

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 (where possible) who have a particular characteristic e.g. Muslim pupils who may need to fast during Ramadan;
- 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 activities).

In fulfilling this aspect of the duty, the school will:

- 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 (as long as they do not reflect a statistically small group which could make pupils identifiable).

## 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 our personal development curriculum (PD), 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 and which promote positive role models. This will include the use of carefully selected external speakers to contribute where applicable.
- 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 are developing 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/festivals;
  - is accessible to pupils with disabilities;
  - has equivalent facilities for boys and girls.

## 8. Equality objectives

***Objective 1: To develop further pupils' tolerance and mutual respect towards those of different faiths and beliefs (including those of no faith) and towards different groups within the protected characteristics of the Equality Act 2010.***

**Why we have chosen this objective:**

*Many of the children are not exposed to people and children reflecting the above on a regular basis within their local community. As the school's ethnic demographically is beginning to change, all pupils will be encountering different cultures more regularly and it is vital that they demonstrate knowledge, tolerance and respect towards these and their beliefs.*

To achieve this objective, we plan to:

- introduce regular child led performances for celebration assemblies for different religious festivals;
- *plan opportunities for children to annually visit a place of worship (reflecting one of the major religions);*
- introduce the No Outsiders scheme and use this to form an element of our PD lessons;
- use assemblies to focus on challenging stereotypes, promoting positive role models and promoting British Values and the Equality Act 2010;
- *display the Equality Act 2010 protected characteristics in classes and refer to these regularly;*
- exploit curriculum content opportunities to develop the children's understanding of the protected characteristics;
- provide opportunities for pupils to interact with other children from different ethnicities, including through MAT competitions

**Progress we are making towards this objective:**

- Assembly plan and places of worship visit plan have been implemented;
- *Parental consultation No Outsiders meetings are planned;*
- *Assemblies incorporate a regular slide about British Values linked to the assembly. Our news assemblies focus on an aspect of the Equality Act 2010 each week. Positive role models are promoted with these;*
- *Curriculum topics (including within RE) have been adapted to provide opportunities for children to find out more about people and beliefs from around the world.*

**Objective 2: To improve the attainment of boys and disadvantaged pupils in EYFS (narrowing the gap to girls and non-disadvantaged pupils) within reading, writing and number.**

**Why we have chosen this objective: Gaps identified in previous years data analysis.**

**To achieve this objective, we plan to:**

- *meet all parents and pupils through home visits before pupils begin school, so that staff have a good knowledge of pupils' home circumstances, and pupils and their families quickly establish effective relationships with their teachers;*
- *ensure that role play and writing activities are specifically selected to engage and motivate boys during parts of the year;*
- *ensure staff are aware of the disadvantaged pupils in EYFS and their progress/attainment is to regularly monitored;*
- *deliver workshops for parents on how to help develop writing at home, particularly highlighting the importance of developing independence in boys. Focus on the developmental stages of writing and talk for writing in the early years. Writing pack to be provided;*
- *carry out observations/tracking of pupils (targeted boys and disadvantaged pupils). Do they make use of the opportunities for writing which are provided? Which children? Do boys and girls participate equally? Do some boys enjoy writing, but not others? Do adults support pupils who are writing within freely-chosen activities, or only children participating in adult-initiated writing tasks? This then used to inform planning and support.*
- create language rich environments and participate in the oracy project.
- use targeted language and literacy interventions.

**Progress we are making towards this objective:**

*Home visits take place annually. Role play areas are set up and changed regularly. These are developing to have a boy focus on occasions. Regular observations of individual pupils and groups is taking place. The EYFS area is currently developing to make it more 'language rich' for pupils. Interventions are occurring as a when necessary. These will become more focused to ensure an enhance provision for groups of pupils that are performing lower than others.*

**Objective 3: To ensure gaps in attainment and progress in all year groups are effectively monitored and addressed.**

**Why we have chosen this objective:**

*To ensure any gaps are quickly identified and that suitable interventions take place to reduce these.*

**To achieve this objective, we plan to:**

- track regularly the progress and attainment of protected groups of pupils (and also including disadvantaged pupils) and their gaps to others in their year group and nationally;
- ensure that staff within classes are aware of their protected groups of pupils (and also including disadvantaged pupils);
- use pupil progress meetings to focus on attainment and progress gaps and to identify suitable interventions;
- monitor the impact of any interventions.

**Progress we are making towards this objective:**

*Individual staff pupil progress meetings take place and discussions and analysis take place comparing pupils to their previous end of key stage results and gaps to other groups of pupils.*

**Objective 4: To ensure that percentage of pupils with protected characteristics attending clubs (including disadvantaged and SEND pupils) reflects (at least) the percentage of pupils with these characteristics within the school population.**

**Why we have chosen this objective:**

*To ensure that pupils with protected characteristics access school clubs and other opportunities.*

<p><b>To achieve this objective we plan to:</b>  <i>Regularly monitor the percentage of pupil characteristics within clubs and ensure that PP/SEND pupils have first access to these.</i></p>
<p><b>Progress we are making towards this objective:</b>  <i>Monitoring occurs and the findings of this are discussed between the headteacher and deputy headteacher. Positive discrimination then takes place to address imbalances in future club, where necessary.</i></p>

<p><b>Objective 5: To source and train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those carrying out the training have a good understanding of the legal requirements.</b></p>
<p><b>Why we have chosen this objective:</b>  <i>Why we have chosen this objective: To ensure all staff and governors who are involved in recruitment are fully aware and adhere to the equal opportunities and non-discrimination acts.</i></p>
<p><b>To achieve this objective, we plan to:</b>  <i>Research and source appropriate training</i></p>
<p><b>Progress we are making towards this objective:</b>  <i>Headteacher is currently researching online training for this</i></p>

## 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 headteacher at least every 4 years with objectives being reviewed as required.

This document will be approved by regional governing body board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour policy
- Anti-bullying policy
- Charging and remissions policy

Written – November 2019

Last update – Not applicable

Next Review – November 2023