



# Equality information and objectives

<b>Statutory or non-statutory</b>	Statutory
<b>Reviewed by</b>	Headteacher
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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
- 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

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 e.g. Behaviour policy, Anti-bullying policy.

Staff and governors are 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.

## 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)
- 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:

- Collate 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
- 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 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
- 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 Parliament 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 undertakes an Equality Impact Assessment at the same time as producing a written risk assessment when planning school trips and activities. We consider our equality duties and asked ourselves relevant questions.

## 8. Equality objectives

### **Objective 1: To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity**

Why we have chosen this objective: we are aware that Upminster is not a diverse area so children's understanding of difference and diversity can be limited. We are therefore aware of the need to actively teach our pupils to appreciate and value difference and diversity.

To achieve this objective we plan to do the following in 2023:

- Continue to build networks with local religious leaders and update the assembly timetable to incorporate a range of speakers from a breadth of religions and cultures (July 2024)
- Continue to gather pupil voice about our pupils' 'lived experiences' through our Difference and Diversity sub-committee of our School Parliament (December 2024)

Progress we are making towards this objective:

- Audited educational visits and visitors for opportunities to learn about different cultures. Investigated and introduced new trips or visitors to ensure there is a breadth of high quality experiences for children to learn about a diverse range of cultures
- All subject leaders have gathered pupil voice around diversity in their curriculum then identified opportunities for difference and diversity to be celebrated in their subject area
- Undertaken a curriculum audit to identify opportunities to actively teach pupils about difference and diversity
- Fully engaged with Votes 4 Schools across the school to offer regular opportunities for children to reflect on, discuss and debate issues relating to difference and diversity
- Proactively chose books for our libraries that teach pupils about difference and diversity
- Continued to build links with Leaders from schools with higher diversity

### **Objective 2: To narrow gaps in attainment and achievement between disadvantaged children and non-disadvantaged children nationally**

Why we have chosen this objective: internal and external data historically shows that our disadvantaged pupils achieve below non-disadvantaged children, both in our school and nationally.

To achieve this objective we plan to do the following in 2024:

- Continue to monitor and evaluate the impact of interventions to ensure they have maximum impact on accelerating progress for our disadvantaged pupils (July 2024)
- Evaluate impact of Pupil Premium to inform future spend/plans (October 2024)
- Review how we spend our Pupil Premium funding, based on relevant recent research, to ensure it has maximum impact on accelerating progress for our disadvantaged pupils (December 2024)

Progress we are making towards this objective:

- Reviewed and evaluated how we spend our National Tutoring Programme funding to ensure it has maximum impact on accelerating progress for our disadvantaged pupils

- Analysed the baseline data that we gathered once school reopened to gain an accurate picture of disadvantaged children's attainment and achievement during lockdown
- Reviewed how we spend our Pupil Premium funding and Catch Up funding, based on relevant recent research, to ensure it had maximum impact on accelerating progress for our disadvantaged pupils

**Objective 3: To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community**

Why we have chosen this objective: some parents/carers have commented informally that they do not feel that our staff body is representative of their family origins.

To achieve this objective we plan to do the following in 2024:

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination to ensure 100% of those attending have a good understanding of the legal requirements (December 2024)

Progress we are making towards this objective:

- Undertaken an analysis of recruitment data and trends with regard to race, gender and disability and reported on this to the staffing and pay sub-committee of the governing body
- Produced a Talent Management Plan that addressed any inequalities shown on the analysis of recruitment data
- Several governors and senior staff have attended Safer Recruitment training where equal opportunities and non-discrimination are considered as part of the recruitment process

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Risk assessments