

Equality Objectives 2021/2022



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

The equality link governor is Chanpreet Dhesi. They will:

- Meet with the designated member of staff for equality every term 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 Sarah Darlington 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 every term 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. 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 September.

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 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:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

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 acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, RSHEe curriculum, 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 organising school trips and activities based around the local community
- All families are encouraged to participate in the school's activities, such as sports clubs and workshops

7. Equality objectives

SIP 1 (personal wellbeing and behaviour) – **Objective 1:** To provide a range of out of hours activities and wider school experiences.

Outcome: A large variety of children (including SEN and disadvantaged) attending an out of hour activity or lunch time club.

Impact: raises the overall self-esteem of the children and improves the physical and mental health of the participating children.

Disadvantaged children get access to activities that they may not normally have access to.

Helps improve overall behaviour as children are encouraged to participate in team based activities and positive play/interactions.

SIP 1 (personal wellbeing and behaviour) – Objective 2: To ensure that no one is unfairly disadvantaged as a consequence of their protective characteristics.

Outcome: To continue to recognise and celebrate the diversity within and outside of our community regularly. To continue to celebrate positive achievements of all pupils. To continue to develop our RSHEe offering.

Impact: Raise the overall self-esteem and mental health of all children.

Help to build a more tolerant and positive school community.

To allow our children to leave us and join society as positive, tolerant and inclusive citizens.

SIP 2 (Strengthen the curriculum to allow children to keep up not catch up) – Objective 3: To further develop and strengthen the curriculum to enable all pupils to keep up not catch up.

Outcome: A bespoke curriculum and provision map to target specific groups of children (including SEN and disadvantaged) to make sure they keep up and not catch up.

Impact: Children's overall confidence and self-esteem is improved.

More children achieving age related expectations.

Barriers to accessing learning are lowered.

Behaviour reduced in lessons as children have more confidence accessing the learning.

SIP 1 (personal wellbeing and behaviour) – Objective 4: To review and increase the levels of parental engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Outcome: Targeting workshop to support parents with homelife. Opportunities for parents to work with their children within school. Workshops and support offered to disadvantaged families.

Impact: A stronger community link and an increased relationship and trust built with parents.

Increased pupil attendance through stronger parental engagement and communication links.

Reduction of absence within disadvantaged children.