Equality Information and Objectives

St Andrew's CE Junior School

Approved by:	**Date:**
Last reviewed on:	
Next review due by:	

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1. Introduction

Our school is situated in a small, semi-rural High Peak town with a population very limited in ethnic and cultural diversity, yet is 15 miles away from the city of Manchester, which is one of the most richly diverse cities in the country.

Whatever the nature of the local community, our children are growing up in a diverse society where they are subject to various attitudes towards minority groups, certain images of these groups portrayed by the media, and their own unconscious bias.

Our school, in common with all public bodies, aims to meet its obligations under the Public Sector Equality Duty (PSED) 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. Ethos

Our school places a real focus on recognising our children as individuals. All have the right to work and learn in a safe, secure and caring environment, in which they are valued. In developing our pupils, we are developing the attitudes and characteristics our young people will need throughout their lives. St Andrew's pupils are, compassionate, resilient, respectful, responsible and proud. We respect ourselves, each other, and our community. The relationships which exist between all members of our school community are a strength of our school.

The School has a responsibility to broaden the horizons of our children and young people. We strive to overcome disadvantage and stand against all forms of discrimination on the grounds of age, disability or additional need, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

3. 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.

4. Roles and responsibilities

The governing body 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 representing equality link governor will:

- Meet with the designated member of staff for equality (or other relevant staff members) twice yearly 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 among 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 among staff and pupils
- Meet with the equality link governor every twice yearly 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.

5. 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.

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.

6. 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 that 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 clubs or extra-curricular activities)
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 protected characteristics, identifying any issues which could affect our own pupils

7. 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 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, such as LYFTA (Global Education) 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 Pupil Task Force 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 after school sports clubs.
- Seeking and developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. 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
- Ensuring that disadvantaged pupils have opportunity to access all activities regardless of deprivation
- Enabling all pupils with additional needs, including SEMH, the opportunity to access all activities where appropriate

9. Equality objectives

Objective 1

To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including student leadership opportunities.

Objective 2

To actively close gaps in attainment and achievement between all groups of children especially children eligible for free-school meals, children with special educational needs and disabilities, looked after children and children with English as an additional language (EAL).

Objective 3

To evaluate the curriculum in all areas to ensure the positive representation of all protected characteristics so that our children see and can be seen.

Objective 4

To reduce the incidence of discriminatory language and prejudice-based bullying by children in the school, ensuring the consistent and appropriate recording, reporting and action by staff following incidents.

10. Monitoring arrangements

The governing body will update the equality information we publish, described in sections 4 to 8 above, and will evaluate the objectives at least every year.

This document will be reviewed by the governor responsible for equality at least every 4 years.

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy