Slindon Church of England Primary School

Equality Information and Objectives

Approved by:	Headteacher (Lucy Cooper) and Governing Body
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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 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, 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 Phil Johnson (Chair of Governing Body). They will:

- Meet with the Headteacher 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

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. (*For the academic year 2017/2018, all staff will receive training in January 2018 through dedicated staff training time*).

The school has a designated member of staff (Headteacher) 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:

- Publish 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
- Report racist incidents termly to the Local Authority

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 council has representatives from different year groups and is formed of pupils from a range of backgrounds (where possible). 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 have developed 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
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1:	To increase the level of pupil voice by extending our traditional school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.
Why we have chosen this objective:	To ensure that all pupils have a voice and are equally represented within the school council.
To achieve this objective we plan to:	Extend the usual number of children on the school council.
Progress we are making towards this objective:	Continued due to partial school closure and disruption caused by Coronavirus pandemic in 2020.

Objective 2:	To narrow the gap between vulnerable groups of pupils and other pupils in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
Why we have chosen this objective:	To ensure that all children can access homework independently.
To achieve this objective we plan to:	Purchase App license for 'Times Tables Rockstars' so that children can use the APP on their devices at home.
Progress we are making towards this objective:	Laptops secured for vulnerable children. School Google Chromebooks were sent home to children without an electronic device during Summer Term 2020. Engagement with DfE laptops for vulnerable children scheme from September 2020.

Objective 3:	To increase staff understanding of HBT (homophobic, bi-phobic and transphobic) bullying and in this way to reduce or remove inequalities throughout the school.
Why we have chosen this objective:	To ensure all staff are better placed to tackle HBT (homophobic, bi-phobic and transphobic) bullying.
To achieve this objective we plan to:	Build staff awareness and confidence to tackle HBT (homophobic, bi-phobic and transphobic) bullying.
Progress we are making towards this objective:	Engagement with LELE- Learn Equal, Live Equal training from September 2019 to March 2020. Ongoing staff training through engagement with WS 'Education for Safeguarding'

Objective 4:	To extend the schools' established procedures for recording all incidents of prejudice-based bullying, to include bullying related to gender identity. Where appropriate, the school will work with relevant support agencies, providing support and information for young people (and their families/carers) who are working to address issues of gender identity.
Why we have chosen this objective:	Issues of gender identity are rising in Primary Schools. Staff feel they would like to increase their understanding to be able to provide support if and when necessary.
To achieve this objective we plan to:	Develop an appropriate recording sheet.
Progress we are making towards this objective:	Recording sheet in now in use within school. Shared with new school staff.

Objective 5:	To increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.
Why we have chosen this objective:	This objective reflects our ethos of love and support. We teach about difference, tolerance and avoidance of stereotypes. Teaching tolerance and understanding is part of our Christian values.
To achieve this objective we plan to:	Make this action part of the whole-school curriculum review and weave into RE and PSED where relevant and appropriate across the school.
Progress we are making towards this objective:	Implementation of 2020 PSHE curriculum ongoing from September 2020.

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.

This document will be approved by the Governing Body on 7th November 2017 and reviewed in November 2021.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment