

# Equality Information and objectives

## Highfield Primary School

**October 2020**



Approved by:  
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Date: 25/10/20

Last reviewed on: October 2020

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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.** By removing or minimising disadvantages suffered by people due to their protected characteristics
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

## 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.](#)

**Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender/reassignment/age/pregnancy and maternity/religion and belief and sexual orientation. Please see Appendix 1**

### 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**

**They will:**

- Meet with the designated member of staff for equality every year 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 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.

### 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.

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 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 through the school's ASP and DFE
- 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 racism, religious beliefs, 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 and our school's values. 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 our school's values and relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where necessary
- 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 including visiting different places of worship
- 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach e.g. staff training on SEND specifically ASD and Hearing Impairment, Prevent and Stone Wall training.

## 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

Through Evolve, we 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.

## 8. Equality objectives

***Objective 1: To ensure the attainment of SEND pupils so they are at least in line with national averages for SEND groups.***

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

- Monitor and track progress
- Performance tracked and analysed
- Targeted Support
- Strengthening the Inclusion Team
- CPD for all staff on a range of SEND issues e.g. Attachment Awareness Training, Hearing Impaired, Prevent, ASD training

***Objective 2: To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs and the disadvantaged.***

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

- Monitor and track groups of pupils
- Track the enrichment opportunities provided for different groups and specific individuals
- Ensure the leadership roles for pupils within the school is reflective of the school community
- Effective liaison between leaders so pupils receive extracurricular activities during the year.

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

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

- Celebrate the school's special diversity through assemblies, daily practice, International Day
- School's displays promote diversity
- Employment and recruitment process

***Objective 4: To ensure provision for disabled pupils is in place-ensure as reasonably possible that a disabled person can benefit from education to the same extent that a person without disability can.***

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

- Ensure all auxiliary aids and services as reasonable adjustments are in place where they are not part of an Educational Health Care Plan
- To provide auxiliary aid or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage
- Keep a record of provision in place to support disabled pupils
- Ensure all disabled pupils where reasonably possible are included in all extended school provision
- Ensure risk assessments where needed are in place
- Consider adjustments needed for all pupils to take part in educational visits
- Access for disabled pupils to be considered in any future expansion of the school building
- Education and Health Care Plans

**Educational visits and extended school journeys are an important part of the school's provision. A pupil may not be able to take part in a visit for the following reasons.**

## Equality Policy

- There are risks that the school feels cannot be managed offsite-these will be identified in the risk assessment.
- If the parent requests that their child is not to take part in the visit.  
**To ensure, where reasonably possible, that all pupils take part in extended school experience, through school journey, after-school clubs and educational visits the school will:**
- Invite parents/carers or a responsible member of the family (adult) to accompany the visit or to be part of the after school club
- If the parent/carer is unable to accompany their child, then the school will endeavor to recreate the experience within the school site
- The school must provide appropriate equipment for pupils to be able to take part in after school activities, e.g. larger rackets/balls, visually impaired resources.

## 9. Monitoring arrangements

The Headteacher and Governing Body will update the equality information we publish, [described in sections 4-7 above], every year.

This document will be reviewed by the Headteacher, Governing Body and named member of staff at least every 4 years.

This document will be approved by the Governing Body and Headteacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Protected Characteristics	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	Equality policy Data on admission Termly reports to governors Low number of reported racial incidents OFSTED reports HT log on racial incidences	Celebration of differences Curriculum Curriculum Assemblies School policies Value Differences Additional EMA support	Celebration of differences Curriculum Assemblies Good links with parents School policies promote equality Job descriptions for staff School ethos School displays promote Diversity Values led school
<b>Disability</b>	School policies Inclusive practices Feedback from parents/questionnaires Termly reports to governors Assessment data Purchase additional resources- auxiliary equipment	School policies Raising attainment Tracking progress	Good links with parents Assemblies School ethos
<b>Gender</b>	Admissions process Recruitment process Tracking data	Recruitment process School policies Addressing low attainment of boys/girls where this has been identified PPMs	Good links with parents Assemblies School ethos
<b>Gender Reassignment</b>	Inclusive practices Admission process Recruitment process Equality Policy	Celebration of differences Additional support provided School policies Value differences Review of practices	Good links with parents Admission process School policies
<b>Pregnancy and maternity</b>	Reasonable adjustments in place to support Regular meetings Risk Assessment	Continue good practice Paternity leave	Continue to make reasonable adjustments to ensure that they are supported at work School ethos
<b>Age</b>	Employment/recruitment process- Job specification	Recruitment process	Recruitment process School ethos
<b>Religion and Belief</b>	Admission procedures Employment documents Balance of staff employed	Celebration of differences Curriculum Curriculum Assemblies School visits	Celebration of differences Curriculum Assemblies Good links with parents School ethos School displays promote diversity
<b>Sexual Orientation</b>	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices Additional support provided	Good links with parents Admission process School ethos