



## Deanshanger Primary School

### Equality Information and Objectives

This policy replaces all previous policies relating to equality; e.g. Racial Equality, Disability and Race Equality Schemes. It applies equally, where applicable, to adults in any capacity working in school: (paid staff, governors, volunteers, parents and carers) and children.

#### 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

#### 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](#).

#### 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 head teacher

The equality link governor is our Chair of Governors. They will:

- Meet with the designated member of staff for equality every half 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 head teacher 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 (i.e., the deputy head) will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every half term to raise and discuss any issues
- Support the head teacher 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.

### **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 to ensure that they are aware of their legal obligations and the commitment of the school to provide an inclusive and welcoming environment for all families, staff and the community.

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.

*Reviewed January 2019 and presented to governors for ratification. As with all policies it will be reviewed annually and earlier where new legislation is received.*

## 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

## 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. See our Community Cohesion Policy and School Ethos and Values Policy;
- 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.

### *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.

### *The curriculum*

As part of our work to promote equality, we aim to ensure that within our educational provision at Deanshanger children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science, RE, Art and English) mainly through our chosen curriculum – the International Primary Curriculum (IPC);
- Develop an understanding of global citizenship (mainly using the IPC);
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

## Equality objectives

**Objective 1:** To narrow the gaps in attainment between groups of pupils and specifically boys and girls.

This is one of our objectives as there is a gap between these groups in Y6 data with subject specific differences:

	All pupils	Girls	Boys
Progress in reading (score, description and confidence intervals)	-2 (-3.6 to -0.4)	-1.1 (-3.3 to 1.1)	-3 (-5.2 to -0.8)
Progress in writing (score, description and confidence intervals)	-1.2 (-2.7 to 0.3)	-0.9 (-3 to 1.2)	-1.6 (-3.7 to 0.5)
Progress in maths (score, description and confidence intervals)	-2.5 (-3.9 to -1.1)	-3.5 (-5.5 to -1.5)	-1.6 (-3.6 to 0.4)
Percentage of pupils meeting the expected standard in reading, writing and maths	48%	44%	54%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	6%	11%

Through a variety of intervention strategies, by the end of the 2018-19 school year progress data for all children will be closer to 0 and the gap between boys and girls will be narrowed to no more than 1 point.

**Objective 2:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

We have chosen this as one of our objectives as we do not currently hold this information at Deanshanger and will use it to support future recruitment challenging current trends (wherever possible).

To achieve this objective we plan to collate the information and consider trends and gaps.

Progress we are making towards this objective: The HT, SLT and Business Manager are aware of the objective and has considered the format for the analysis.

**Objective 3:** Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities

We have chosen this as one of our objectives because our latest census data does not naturally provide diversity -

- o The largest ethnic group is white British with 91.4%
- o White - any other White background is 1.5%
- o White - Asian is 1.2%
- o Mixed - any other mixed background is 1.5%
- o Asian or Asian British - any other Asian background is 1.8%
- o DPS is in the lowest 20% of all schools for the proportion of EAL (0.9%)

To achieve this objective we plan to ensure that our PSHE units, assemblies, IPC topics, RE units and school trips support a growing understanding of diversity.

Progress we are making towards this objective: All staff aware of their duty to plan towards this objective.

### Monitoring arrangements

The governing body will update the equality information we publish at least annually.

This document will be reviewed by the head teacher, lead for equality and the governing body annually and earlier if there is new legislation.

This document will be approved by the governing body.

### 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- School Ethos and Values
- Safer Recruitment
- Community Cohesion
- Educational Visits Policy
- NCC Equality Policy based on 2010 Equality Act