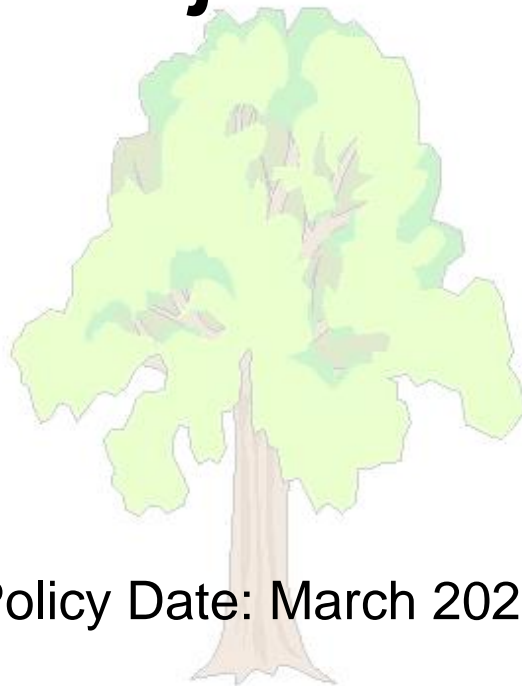


Equality Objectives Policy



Policy Date: March 2022

Ratified by Governors on:

Review Date: March 2026

Author: Emily Baksh

1. Aims

Our school aims to meet its obligations under the public sector equality duty by following key principles which includes 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
- Promote respect for difference and diversity through the school's vision, ethos, values and curriculum

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.](#)

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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 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 (Emily Baksh) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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. Emily Baksh regularly makes senior leaders and governors aware of issues 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 homosexual 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)
- Carefully planning for the expansion of cultural capital for all students, including for those students with protected characteristics and those students from impoverished backgrounds.

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)

6. Fostering good relations and promoting respect

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. 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

Senacre Wood Primary Equality Objectives

<u>Objective</u>	<u>To achieve this objective we plan to</u>	<u>Progress we are making towards this objective</u>
<p>1) By 2025, the attendance rates of all pupils will improve year on year to meet a target of 97% attendance across all groups and the gap between disadvantaged and non-disadvantaged pupils will decrease.</p>	<ul style="list-style-type: none"> • FLO to monitor attendance rates of PP pupils on a weekly basis. • FLO and Designated Equalities Staff to monitor attendance rates across students with protected characteristics; race, gender, economic background (PP) and disability. Patterns in the data that require additional support for pupils to be acted upon. • Breakfast club offered free of charge to PP pupils • FLO to monitor students when attendance falls below 97% • FLO to invite families to meet and engage in support when attendance falls below 90%. • FLO to enlist Local Authority support when necessary (after other support offered has been unsuccessful). 	
<p>2) To increase the percentage of pupils achieving the expected standard in Reading and Maths by the end of Year 6, including those with protected characteristics and PP children.</p>	<ul style="list-style-type: none"> • Targeted support is put in place to ensure pupils are on track to achieve the expected standard. • Termly pupil progress meetings where PP children are discussed in detail to ensure funding is being appropriately allocated to raise achievement. 	

3) To raise awareness of equality across vulnerable and protected characteristic groups, ensuring that cultural capital opportunities, the advancement of equality of opportunities and fostering good relations and promoting respect occur across the school curriculum

- Staff to deliver and embed Jigsaw PSHE program, which has been carefully selected to fit with the school Equality Policy.
- Subject leaders to ensure that they are planning for cultural capital opportunities, the advancement of equality of opportunities and fostering good relations and promoting respect occur Policy.
- Representation of diversity across protected characteristics visually included in school produced material (where appropriate) and in externally produced learning aids, books and toys.
- Assemblies to include national awareness days and specifically used as teaching opportunities to promote inclusion.
- School Values assemblies to
- Staff to receive training in relation to SEND, Mental Health awareness and equalities awareness.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by governing body at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- School Development Plan
- SEND Policy
- Behaviour Policy

