Warton Nethersole's CE Primary School
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Equality Objectives Policy

Warton Nethersole's Vision and Values



All of our policies are written and implemented with our Christian vision and values at the heart of all decisions made. Our vision and values have been created by the staff, governors and children with the aim of supporting and developing everyone on their personal and collective journeys at Warton Nethersole's CofE Primary School. We place high importance on our vision and our values being reflected clearly in every policy and more importantly in the application of each policy and procedure in daily school life.

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1. Aims

Our school 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

Our school aims to promote respect for difference and diversity in accordance with our values.

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 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
- 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

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- this is the Head Teacher. 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 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 societies)

In fulfilling this aspect of the duty, the school will:

- Analyse the data showing how pupils with different characteristics to determine strengths and areas for improvement, implement actions in response and share this information with the LAB.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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. 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

This is considered 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

Equality Objective	Protected Characteristic	Success Criteria	Responsibility
Monitor and analyse incidents of racial and homophobic bullying within school and as an SLT target groups or themes with focussed teaching and learning.	-Ethnicity and Race -Sexual Orientation	-Staff are trained in how to identify, log and manage incidents that do occur. -Racist and homophobia incidents are reduced each year over the next 2 years. -Incidents are reported termly to LAB and to the school's designated MEL	HT / AHTs
Improve understanding of racial, ethnic and religious diversity through all curriculum subjects as well as through collective worship, extracurricular activities, trips, visits and visitors to school.	-Ethnicity and Race	-The 100 book challenge is made up of at least 40% diverse authors, characters or settings -Collective Worship is more inclusive, supportive and diverse in its coverage of religions and representation of people and characters. It is an opportunity for pupils to experience diversity through content, context and visitors. -The curriculum is increasingly diverse and representative of people from a range of backgrounds, ethnicities and race. Key figures studied are tracked to ensure that pupils have experience of different people and their impact. -Explicit teaching of anti-racism through PSHE -Displays, lesson inputs and worship represent global diversity	HT / AHTs / Subject Champions
Monitor and analyse achievement by race, gender and disability and act on any trends or patterns in the data that requires additional support for pupils.	-Ethnicity and Race -Disability	-Trends are identified and targeted -Negative trends in data are improved over time -Progress gaps are measured and narrowed over time -There are no clear trends in academic data for pupils with protected characteristics.	HT/ Maths Lead / English Lead

9. Monitoring arrangements

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

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

This document will be approved by LAB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment